Year 2 Autumn

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book Talk – Understanding and Discussing** | | **Word Meanings/Vocabulary** | | **Authorial Intent** |
| * Draw on what they already know or on background information and vocabulary provided by the teacher * Explain and discuss their understanding of texts, both those that they listen to and those which they read for themselves * Use pictures or words to make inferences * Predict what might happen on the basis of what has been read so far * Express own views about a text * Read and answer simple questions about what they have read * Order events from a text * Discuss the sequence of events in texts * Make inferences about characters feelings using what they say and do * Check that the text makes sense to them as they read and correct inaccurate reading * Discuss the sequence of events and how items of information are related * Begin to read non-fiction texts that are structured in different ways * Participate in discussions about books, poems and other works that that are read to them and those that can be read by themselves; taking turns and listening to what others’ say * Discuss some similarities between texts * Ask questions about what they have read | | * Discuss and clarify the meanings of words, linking new meaning to known vocabulary | | * Discuss favourite words and phrases |
| **Fluency** | **Poetry and Performing/Oracy** | | **Range of Reading/Familiarity of Texts** | |
| * Apply phonic knowledge and skills consistently to decode quickly and accurately * Read accurately by blending, including alternative sounds for graphemes * Read multi-syllabic containing these graphemes * Read some phonically decodable books with fluency, sounding out unfamiliar words automatically * Re-read books to build up fluency and confidence * Chunk language units together in texts to practise phrasing within reading (e.g. once upon a time) * Take notice of and use punctuation to phrase correctly when reading aloud * Track text with eyes (the pace of reading should not be dictated by finger pointing) * Begin to improve fluency in reading by being exposed to echo, choral and partner reading that is modelled explicitly by the teacher * Read common suffixes (such as: -ment, -less, -ness, -ful and -ly) * Read most words quickly and accurately without overt sounding and blending | * Build up a repertoire of poems learned by heart, appreciate these and recite some with appropriate intonation to make meaning clear * Listen to the opinions of others * Retell using a wider variety of story language | | * Listen to, discuss and express views about a wide range of texts at a level beyond which they can read independently * Become increasingly familiar with and retell a wide range of stories | |

Year 2 Spring

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book Talk – Understanding and Discussing** | | **Word Meanings/Vocabulary** | | **Authorial Intent** |
| * Discuss the sequence of events and how items of information are related * Draw on what they already know or on background information and vocabulary provided by the teacher * Check that the text makes sense to them as they read and correct inaccurate reading * Begin to read non-fiction texts that are structured in different ways * Participate in discussions about books, poems and other works that that are read to them and those that can be read by themselves; taking turns and listening to what others’ say * Explain and discuss their understanding of texts, both those that they listen to and those which they read for themselves * Make inferences about characters feelings using what they say and do * Use pictures or words to make inferences * Ask questions about what they have read * Predict what might happen on the basis of what has been read so far * Express own views about a text * Discuss some similarities between texts * Read and answer simple questions about what they have read * Order events from a text * Discuss the sequence of events in texts and how items of information are related * Begin to discuss how events are linked focusing on the main content of the story * Infer basic points and begin to pick up on more subtle references * Draw on previously taught knowledge * Make predictions using their own knowledge to make logical predictions and give explanations of them | | * Discuss and clarify the meanings of words, linking new meaning to known vocabulary | | * Discuss favourite words and phrases |
| **Fluency** | **Poetry and Performing/Oracy** | | **Range of Reading/Familiarity of Texts** | |
| * Apply phonic knowledge and skills consistently to decode quickly and accurately * Read accurately by blending, including alternative sounds for graphemes * Read multi-syllabic containing these graphemes * Read common suffixes (such as: -ment, -less, -ness, -ful and -ly) * Read most words quickly and accurately without overt sounding and blending * Read some phonically decodable books with fluency, sounding out unfamiliar words automatically * Re-read books to build up fluency and confidence * Chunk language units together in texts to practise phrasing within reading (e.g. once upon a time) * Take notice of and use punctuation to phrase correctly when reading aloud * Track text with eyes (the pace of reading should not be dictated by finger pointing) * Begin to improve fluency in reading by being exposed to echo, choral and partner reading that is modelled explicitly by the teacher * Read exception words noting unusual correspondences including words from the Year 2 spelling appendix | * Build up a repertoire of poems learned by heart, appreciate these and recite some with appropriate intonation to make meaning clear * Listen to the opinions of others * Retell using a wider variety of story language | | * Listen to, discuss and express views about a wide range of texts at a level beyond which they can read independently * Become increasingly familiar with and retell a wide range of stories * Recognise simple recurring literary language in stories and poetry | |

Year 2 Summer

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book Talk – Understanding and Discussing** | | **Word Meanings/Vocabulary** | | **Authorial Intent** |
| * Discuss the sequence of events and how items of information are related * Draw on what they already know or on background information and vocabulary provided by the teacher * Check that the text makes sense to them as they read and correct inaccurate reading * Begin to read non-fiction texts that are structured in different ways * Participate in discussions about books, poems and other works that that are read to them and those that can be read by themselves; taking turns and listening to what others’ say * Explain and discuss their understanding of texts, both those that they listen to and those which they read for themselves * Make inferences about characters feelings using what they say and do * Infer basic points and begin to pick up on more subtle references * Ask questions about what they have read * Use pictures or words to make inferences * Predict what might happen on the basis of what has been read so far * Make predictions using their own knowledge to make logical predictions and give explanations of them * Express own views about a text * Discuss some similarities between texts * Read and answer simple questions about what they have read * Draw on previously taught knowledge * Order events from a text * Begin to discuss how events are linked focusing on the main content of the story | | * Discuss and clarify the meanings of words, linking new meaning to known vocabulary | | * Discuss favourite words and phrases |
| **Fluency** | **Poetry and Performing/Oracy** | | **Range of Reading/Familiarity of Texts** | |
| * Apply phonic knowledge and skills consistently to decode quickly and accurately * Read accurately by blending, including alternative sounds for graphemes * Read multi-syllabic containing these graphemes * Read common suffixes (such as: -ment, -less, -ness, -ful and -ly) * Read exception words noting unusual correspondences including words from the Year 2 spelling appendix * Read most words quickly and accurately without overt sounding and blending * Read some phonically decodable books with fluency, sounding out unfamiliar words automatically * Re-read books to build up fluency and confidence * Chunk language units together in texts to practise phrasing within reading (e.g. once upon a time) * Take notice of and use punctuation to phrase correctly when reading aloud * Track text with eyes (the pace of reading should not be dictated by finger pointing) * Begin to improve fluency in reading by being exposed to echo, choral and partner reading that is modelled explicitly by the teacher | * Build up a repertoire of poems learned by heart, appreciate these and recite some with appropriate intonation to make meaning clear * Listen to the opinions of others * Retell using a wider variety of story language | | * Listen to, discuss and express views about a wide range of texts at a level beyond which they can read independently * Become increasingly familiar with and retell a wide range of stories * Recognise simple recurring literary language in stories and poetry | |