

Year 2 Reading Programmes of Study

Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Subject Content:

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Previous Learning	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory.
Current Knowledge & Skills	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
End Point of Unit	The key content the pupils need to know. Assessment is used to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding.

WORD READING TERM 1

Previous Learning	New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.	What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
<p>Previous Learning Year 1</p> <p>Year 1 Term 6 Retrieving</p> <ul style="list-style-type: none"> • /ar/, /o/ <p>Year 2 Term 1 Retrieving (after they have been taught):</p> <ul style="list-style-type: none"> • /ae/ <p>Year Term 1 Fluency</p> <ul style="list-style-type: none"> • To be able to read 60 words per minute by the end of Year 1 	<p>You will know:</p> <ul style="list-style-type: none"> • A sound can be represented by more than one spelling and a spelling can represent more than one sound • The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /ae/, /d/, /ee/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to grapheme • Apply phonic knowledge to decode words • Read accurately by blending sounds in unfamiliar words • Read common exception words • Notice unusual correspondence between spelling and sounds and where they occur in the word • Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /o/, /ae/, /d/,</p> <p>Polysyllabic/Spelling: See Year 2 Writing Curriculum</p>	<p>Assessment opportunity for end of unit</p> <ul style="list-style-type: none"> • Termly Oral Skills Test • Termly Alphabet Code • Reading Fluency Test <p>Feed forward Year 2 Term 2</p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> • /i/, /y/, /oe/, /n/ <p>LTP Yr 2 Knowledge Content</p> <p>https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&oid=118342443763641101854&rtpof=true&sd=true</p>

WORD READING TERM 2

Previous Learning	New Knowledge Content	Skill development	End Point of Unit
<p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p>How they will show and apply their new knowledge</p>	<p>Assessment of learning at end point</p>
<p>Previous Learning Year 1</p> <p>Retrieving</p> <ul style="list-style-type: none"> • /d/,/ee/, /i/ 	<p>You will know:</p> <ul style="list-style-type: none"> • A sound can be represented by more than one spelling and a spelling can represent more than one sound • The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /i/,/y/, /oe/,/n/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to grapheme • Apply phonic knowledge to decode words • Read accurately by blending sounds in unfamiliar words • Read common exception words • Notice unusual correspondence between spelling and sounds and where they occur in the word • Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /ee/,/i/, /oe/</p> <p>Polysyllabic/Spelling: See Year 2 Writing Curriculum</p>	<p>Assessment opportunity for end of unit</p> <ul style="list-style-type: none"> • Termly Oral Skills Test • Termly Alphabet Code • Reading Fluency Test <p>Feed forward Year 2 Term 2</p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> • /er/,/v/,/m/,/oo/,/n/ <p>LTP Yr 2 Knowledge Content</p> <p>https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&oid=118342443763641101854&rtpof=true&sd=true</p>

WORD READING TERM 3

<p align="center">Previous Learning</p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center">New Knowledge Content</p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center">Skill development</p> <p>How they will show and apply their new knowledge</p>	<p align="center">End Point of Unit</p> <p>Assessment of learning at end point</p>
<p>Previous Learning Year 1</p> <p>Retrieving</p> <ul style="list-style-type: none"> /oe/, /n/, /er/ 	<p>You will know:</p> <ul style="list-style-type: none"> A sound can be represented by more than one spelling and a spelling can represent more than one sound The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /er/, /v/, /m/, /oo/, /n/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to grapheme Apply phonic knowledge to decode words Read accurately by blending sounds in unfamiliar words Read common exception words Notice unusual correspondence between spelling and sounds and where they occur in the word Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /n/, /n/, /er/, /v/</p> <p>Polysyllabic/Spelling: See Year 2 Writing Curriculum</p>	<p>Assessment opportunity for end of unit</p> <ul style="list-style-type: none"> Termly Oral Skills Test Termly Alphabet Code Reading Fluency Test <p>Feed forward Year 2 Term 2</p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> /er/, /v/, /m/, /oo/, /n/ <p>LTP Yr 2 Knowledge Content</p> <p>https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&oid=118342443763641101854&rtpof=true&sd=true</p>

WORD READING TERM 4

<p align="center">Previous Learning</p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center">New Knowledge Content</p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center">Skill development</p> <p>How they will show and apply their new knowledge</p>	<p align="center">End Point of Unit</p> <p>Assessment of learning at end point</p>
<p>Previous Learning Year 1</p> <p>Retrieving</p> <ul style="list-style-type: none"> /v/,/m/,/oo/,/n/,/j/ 	<p>You will know:</p> <ul style="list-style-type: none"> A sound can be represented by more than one spelling and a spelling can represent more than one sound The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /er/,/v/,/m/,/oo/,/n/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to grapheme Apply phonic knowledge to decode words Read accurately by blending sounds in unfamiliar words Read common exception words Notice unusual correspondence between spelling and sounds and where they occur in the word Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /m/,/oo/,/n/,/j/,/g/</p> <p>Polysyllabic/Spelling: See Year 2 Writing Curriculum</p>	<p>Assessment opportunity for end of unit</p> <ul style="list-style-type: none"> Termly Oral Skills Test Termly Alphabet Code Reading Fluency Test <p>Feed forward Year 2 Term 2</p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> /m/,/or/,/h/ <p>LTP Yr 2 Knowledge Content</p> <p>https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&oid=118342443763641101854&rtpof=true&sd=true</p>

WORD READING TERM 5

<p align="center">Previous Learning</p> <p align="center">Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center">New Knowledge Content</p> <p align="center">What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center">Skill development</p> <p align="center">How they will show and apply their new knowledge</p>	<p align="center">End Point of Unit</p> <p align="center">Assessment of learning at end point</p>
<p>Previous Learning Year 1</p> <p>Retrieving</p> <ul style="list-style-type: none"> /g/,/f/,/m/ 	<p>You will know:</p> <ul style="list-style-type: none"> A sound can be represented by more than one spelling and a spelling can represent more than one sound The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /m/,/or/,/h/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to grapheme Apply phonic knowledge to decode words Read accurately by blending sounds in unfamiliar words Read common exception words Notice unusual correspondence between spelling and sounds and where they occur in the word Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /f/,/m/,/or/</p> <p>Polysyllabic/Spelling: See Year 2 Writing Curriculum</p>	<p>Assessment opportunity for end of unit</p> <ul style="list-style-type: none"> Termly Oral Skills Test Termly Alphabet Code Reading Fluency Test <p>Feed forward Year 2 Term 2</p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> /k/,/r/,/t/,/z/,/eer/ <p>LTP Yr 2 Knowledge Content</p> <p>https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&oid=118342443763641101854&rtpof=true&sd=true</p>

WORD READING TERM 6

<p align="center">Previous Learning</p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center">New Knowledge Content</p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center">Skill development</p> <p>How they will show and apply their new knowledge</p>	<p align="center">End Point of Unit</p> <p>Assessment of learning at end point</p>
<p>Previous Learning Year 1</p> <p>Retrieving</p> <ul style="list-style-type: none"> /or/,/h/,k/,/r/,/t/,/z/,/eer/ 	<p>You will know:</p> <ul style="list-style-type: none"> A sound can be represented by more than one spelling and a spelling can represent more than one sound The most common spellings which represent the target sounds and the most common sounds represented by the target spelling <p>Word Reading:</p> <p>Recognise (new content): /k/,/r/,/t/,/z/,/eer/</p>	<p>You will know how to:</p> <ul style="list-style-type: none"> Respond speedily with the correct sound to grapheme Apply phonic knowledge to decode words Read accurately by blending sounds in unfamiliar words Read common exception words Notice unusual correspondence between spelling and sounds and where they occur in the word Read words of one or more syllable <p>Word Reading:</p> <p>Read (practise): /h/,/k/,/r/,/t/,/z/,/eer/</p> <p>Polysyllabic/Spelling: See Year 2 Writing Curriculum</p>	<p>Assessment opportunity for end of unit</p> <ul style="list-style-type: none"> Termly Oral Skills Test Termly Alphabet Code Reading Fluency Test To be able to read 90+ words per minute by the end of Year 2 <p>Feed forward Year 3 Term 1</p> <p>We will know:</p> <ul style="list-style-type: none"> 90+ words per minute Further exception words, noting the unusual correspondences between spellings and sounds (<i>Sounds Write</i>) Read with 91% accuracy Use dictionaries to check the meaning of words they have read Read aloud poems and playscripts showing understanding through appropriate intonation, tone, volume and action Participate in discussion about books taking turns and listening to others' views

LANGUAGE COMPREHENSION TERM 1 - 6

Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity of vocabulary and themes

<p style="text-align: center;">Previous Learning</p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p style="text-align: center;">New Knowledge Content</p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p style="text-align: center;">Skill development</p> <p>How they will show and apply their new knowledge</p>	<p style="text-align: center;">End Point of Unit</p> <p>Assessment of learning at end point</p>
<p>Previous Learning Year 1</p> <p>Year 1</p> <p>Comprehension Knowledge:</p> <p>Books:</p> <ul style="list-style-type: none"> The significance of the title and significant events You can infer something which you have not directly read <p>Poetry:</p> <ul style="list-style-type: none"> Know by heart and recite a range of poems and rhymes by heart What you like about the poem/rhyme <p>Stories:</p> <ul style="list-style-type: none"> Join in with phrases in a familiar traditional tale Retell a key story/fairy story/traditional tale using key characteristics <p>Non-fiction:</p> <ul style="list-style-type: none"> Understand a non-fiction you cannot read yourself <p>Comprehension Skills:</p> <ul style="list-style-type: none"> Check text makes sense and correct themselves as they read 	<p>You will know:</p> <p>Books:</p> <ul style="list-style-type: none"> The significance of the title and significant events (<i>ie in Sleeping Beauty, why they got married at the end</i>) You can infer something which you have not directly read (<i>ie if a character is crying, they are sad</i>) <p>Poetry:</p> <ul style="list-style-type: none"> Know by heart and recite a range of poems and rhymes by heart What you like about the poem/rhyme <p>Stories:</p> <ul style="list-style-type: none"> Join in with phrases in a familiar traditional tale Retell a key story/fairy story/traditional tale using key characteristics (<i>ie good vs evil, begins with once upon a time, happened a long time ago, fantasy, royalty, could be magic, problem needs solving, happy ending</i>) <p>Non-fiction:</p> <ul style="list-style-type: none"> Understand a non-fiction you cannot read yourself 	<p>You will know how to:</p> <ul style="list-style-type: none"> Check text makes sense and correct themselves as they read Discuss and link the meanings of new words to words we already know Draw on background information / given vocabulary to understand a book Explain clearly your understanding of what has been read to them Make simple inferences on the basis of what is said and done Make simple predictions on what may happen next based on what has happened so far Link what you have read to your own experiences. Take turns and listen to what others say about books 	<p>Assessment opportunity for end of units</p> <ul style="list-style-type: none"> Questioning during reading sessions Termly poetry recital Reading through writing tasks Year 2 SATS Paper NFER Reading Year 2 <p>Feeds Forward to Year 3</p> <p>Knowledge:</p> <p>We will know:</p> <ul style="list-style-type: none"> words and phrases that capture interest and imagination Themes and conventions the main ideas from the book we have read Where figurative language is used: <i>similes</i> Links with writing - <i>reading as a writer: text / sentence structure - conjunctions, adverbs, prepositions, present-perfect verbs, inverted commas, paragraphs, headings, sub-headings</i> <p>Skills:</p> <p>Deduction: We will know how to:</p> <ul style="list-style-type: none"> Check the text makes sense by

- Discuss and link the meanings of new words to words we already know
- Draw on background information / given vocabulary to understand a book
- Explain clearly your understanding of what has been read to them
- Make simple inferences on the basis of what is said and done
- Make simple predictions on what may happen next based on what has happened so far
- Link what you have read to your own experiences.
- Take turns and listen to what others say about books

- discussing your understanding
- Retell the text orally
 - Ask questions to clarify
 - Retrieve and record information (including from non-fiction texts)

Prediction: We will know how to:

- Predict what might happen from details stated and implied

Inference: We will know how to:

- Infer characters' feelings, thoughts and motives from their actions
- Justify inference with evidence from the text

Purpose/Evaluation: We will know how to:

- Demonstrate an understanding of figurative language
- Identify how language structure and presentation contribute to meaning
- Identify and summarise main ideas from the text and more than one paragraph