

Manland Primary School

Reading Curriculum Intent Year 2



Years 2 Reading Intent

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.

	Day 1	Day 2	Day 3	Day 4	Day 5
Lesson focus	<p><u>Decoding</u> Teacher reads text to model fluent reading.</p> <p>Decoding text, understanding new vocabulary, discussing new alternate graphemes present in the text.</p> <p>Children use dictionaries to find appropriate definitions of Tier 2 vocabulary.</p>	<p><u>Quick retrieval and comprehension</u> Children read text in pairs, providing feedback where appropriate.</p> <p>Children answer a series of 'find it' questions (comprehension questions they can 'find' the answers to) to demonstrate their understanding of the text.</p>	<p><u>Inference question – reading 'between the lines'</u> Children take turns to read the text aloud.</p> <p>Children answer a selection of inference-based questions that require them to 'dig deeper' to gain a greater understanding of the text.</p>	<p><u>Ordering and summarising events, making links to other texts</u> Children take turns to read the text aloud.</p> <p>Children order events within the extract.</p> <p>Children summarise the extract or parts of the extract to include the pertinent points.</p> <p>Children are taught to interrogate the text by articulating their likes</p>	<p><u>The Big Question and 1:1 Reading</u> Children create a written response to a P4C-based question linked to the text.</p> <p>Class teacher and TA listen to each child read an allocated banded text in turn.</p> <p>Class teacher and TA use this time to assess children's reading ability and progression through the banded</p>

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				and dislikes, making links to other stories (identifying common themes) whilst providing justifications for their opinions and answers. Children think about what else they would like to know by asking questions of the text.	texts. A new book or band is allocated as appropriate. Children discuss and feedback their responses to the P4C-based question.
Key vocabulary	Decode Understand Definition Context Annotate Prefix Suffix Phoneme Grapheme Root Word Digraph Trigraph Split digraph	Find the evidence Retrieve Locate How do you know? Finger framing Prove it Show me Contents page Index	Justify Dig deeper Infer Predict What does this tell you? Why do you think ...? How can you tell? What is the effect of ...?	Linear / non-linear time sequence Order the story Order the events What happened first, next, last? Summarise Main idea What do you like/ dislike about this text? What connections can you make to another story? Why? Common theme What else does this story remind you of? Why?	In my opinion, From my experience, I agree / disagree ... Justify I used to think ... but now I think ... I think this because ...

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NC objectives	Children are taught to:	Children are taught to:	Children are taught to:	Children are taught to:	Children are taught to:
	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing

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	<p>common suffixes</p> <ul style="list-style-type: none"> • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, 	<p>common suffixes</p> <ul style="list-style-type: none"> • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, 	<p>common suffixes</p> <ul style="list-style-type: none"> • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, 	<p>common suffixes</p> <ul style="list-style-type: none"> • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, 	<p>common suffixes</p> <ul style="list-style-type: none"> • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,
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	<p>automatically and without undue hesitation</p> <ul style="list-style-type: none"> • re-read these books to build up their fluency and confidence in word reading • being introduced to non-fiction books that are structured in different ways • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing and clarifying the meaning of words, linking new meanings to known vocabulary • discuss their favourite words and phrases 	<p>automatically and without undue hesitation</p> <ul style="list-style-type: none"> • re-read these books to build up their fluency and confidence in word reading • being introduced to non-fiction books that are structured in different ways • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing and clarifying the meaning of words, linking new meanings to known vocabulary • discuss their favourite words and phrases 	<p>automatically and without undue hesitation</p> <ul style="list-style-type: none"> • re-read these books to build up their fluency and confidence in word reading • being introduced to non-fiction books that are structured in different ways • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing and clarifying the meaning of words, linking new meanings to known vocabulary • discuss their favourite words and phrases 	<p>automatically and without undue hesitation</p> <ul style="list-style-type: none"> • re-read these books to build up their fluency and confidence in word reading • being introduced to non-fiction books that are structured in different ways • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing and clarifying the meaning of words, linking new meanings to known vocabulary • discuss their favourite words and phrases 	<p>automatically and without undue hesitation</p> <ul style="list-style-type: none"> • re-read these books to build up their fluency and confidence in word reading • being introduced to non-fiction books that are structured in different ways • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing and clarifying the meaning of words, linking new meanings to known vocabulary • continue to build up a repertoire of
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	<ul style="list-style-type: none"> • answering and asking questions • understand both the books they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • answering and asking questions • understand both the books they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correct inaccurate reading • participate in discussion about books, poems and other works that are read to them and those they can read for themselves, 	<ul style="list-style-type: none"> • make inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • understand both the books they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correct 	<ul style="list-style-type: none"> • answering and asking questions • checking that the text makes sense to them as they read and correct inaccurate reading • participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<p>poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <ul style="list-style-type: none"> • answering and asking questions • checking that the text makes sense to them as they read and correct inaccurate reading • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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		<p>taking turns and listening to what others say</p> <ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<p>inaccurate reading</p> <ul style="list-style-type: none"> • participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • recognise simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • recognise simple recurring literary language in stories and poetry 	
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