

Reading Curriculum

		Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
Year 2	Develop pleasure in reading, motivation to read and vocabulary understanding by:	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p>	<p>Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Becoming increasingly familiar with, and re telling a wider range of stories, fairy stories and traditional tales</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some,</p>				<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>

				with appropriate intonation to make the meaning clear				
	Understand both the books they can read accurately and fluently and those that they listen to by:					Checking that the text makes sense to them as they read and correcting inaccurate reading	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Word Reading

	Apply phonic knowledge	Accurate reading	Reading CE words	Reading longer words	Reading aloud	Re- reading
Year 2	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	<ul style="list-style-type: none"> • Read accurately words of two or more syllables that contain the same graphemes as above (<i>ie alternative sounds for graphemes</i>) • Read words containing common suffixes 	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Re - read these books to build up their fluency and confidence in word reading