

Year Two English Coverage – Reading

Term / Book	Word Reading	Comprehension
Ongoing coverage	<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 the 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 common suffixes • 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, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • 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 correcting inaccurate reading • making 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 • 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 • 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>Autumn 1 Jack and the Beanstalk. Paddington Character descriptions. Story mapping. Persuasive letters. Alternative story endings. Parody</p>	<p>Recap on phase 5 for two/ three weeks and assess during these weeks with new assessment sheets. Initial phonics test? Sort children into groups.</p> <p>Guided Reading – phonetically decodable books matched to phonic phases that children are on.</p> <p>Begin phase 6 week 1 – 5</p> <p>Some groups will be continuing with phase 5 phonics.</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words with suffixes ing, ed.</p>	<p>Become increasingly familiar with and retelling a wider range of key stories, fairy stories and traditional tales.</p> <p>Make predictions about what might happen.</p> <p>Answering and asking questions.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Participate in discussion about books, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books.</p>
<p>Autumn 2 Autumn 2 Man on the Moon. Leaflet Instructions Narratives Space poems</p>	<p>Assessment last two weeks – assess with new assessment materials if necessary. NTS Spelling test.</p> <p>Read words with suffixes er, est</p> <p>Read further common exception words.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Consolidation weeks – 2 weeks</p> <p>6 - 11</p>	<p>English comprehension NTS.</p> <p>Listening to, discussing and expressing views about non fiction text and poetry.</p> <p>Being introduced to non fiction texts that are structured in different ways.</p> <p>Discuss and clarify the meaning on words, linking new meanings to known vocabulary.</p> <p>Continuing to build up a repertoire of poems learnt by heart.</p>
<p>Spring 1 Great fire of London</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	<p>Asking and answering questions – listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>

<p>Historical diary entry.</p> <p>Poetry</p> <p>Instructions.</p>	<p>Reread these books to build up their fluency and confidence in word reading</p> <p>Read further common exception words.</p> <p>Read words with plurals es, s.</p> <p>Read words with suffixes – ly.</p> <p>Consolidation weeks 1</p> <p>12 - 17</p>	<p>Being introduced to non fiction texts that are structured in different way.</p> <p>Use relevant strategies to build up their vocabulary.</p> <p>Become familiar with a wider range of books.</p> <p>Recognise simple recurring literally language in stories and poetry.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Check that text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss their favourite words and phrases.</p>
<p>Spring 2</p> <p>Meerkat Mail</p> <p>Top trump cards – animal facts.</p> <p>Postcards.</p> <p>Story about Sunny.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Reread these books to build up their fluency and confidence in word reading</p> <p>Read further common exception words.</p> <p>Read words with suffixes – ness, ment</p> <p>Assessment NTS Spelling test.</p> <p>Consolidation week 1</p> <p>18 - 22</p>	<p>. English comprehension NTS.</p> <p>Continue to embed previous objectives, particularly making inferences about the text. Make sure that the children are re reading the texts to find the answers.</p> <p>Being introduced to non fiction texts that are structured in different way.</p> <p>Use relevant strategies to build up their vocabulary.</p> <p>Become familiar with a wider range of books.</p> <p>Really make sure that the children are reading accurately and fluently.</p>
<p>Summer 1</p> <p>Emperors Egg</p> <p>Poems</p> <p>Explanation</p> <p>Posters</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	<p>Continue to embed previous objectives, particularly making inferences about the text. Make sure that the children are re reading the texts to find the answers.</p> <p>Recognise simple recurring literally language in stories and poetry.</p>

<p>Stories.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reread these books to build up their fluency and confidence in word reading</p> <p>Read further common exception words.</p> <p>Read words with suffixes – ful, ,less</p> <p>Two weeks consolidation</p> <p>Phase 6 – weeks 22 - 27</p>	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Check that the text makes sense to them and correct inaccurate reading</p> <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</p>
<p>Summer 2 . Summer 2 The Lonely Beast. Character descriptions Recounts.</p>	<p>Recapping and addressing gaps.</p> <p>NTS – Assessments spelling</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Reread these books to build up their fluency and confidence in word reading</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read further common exception words.</p> <p>Read words with suffixes – en</p>	<p>English Comprehension NTS</p> <p>Make sure that the children are secure with all objectives, making sure that they are using the text to answer questions.</p> <p>Check that the text makes sense to them and correct inaccurate reading</p> <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</p>