

Planning Sequence - Year 2

The reading objectives are to be revisited throughout the year. Text levels will vary depending on the word reading level of each child and will become more complex as the year progresses, in line with phonics phases.

There are 2 areas covered in reading:

- Word Reading (Phonics)
- Comprehension

While a reading session may have a focus objective, it will not be taught in isolation as other objectives will be revisited regularly during all reading lessons. The children's objectives are only suggested and should be adapted to suit the needs of the particular class.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Throughout Year 2

Area	National Curriculum Objective
Word Reading	<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
	<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
	<ul style="list-style-type: none"> • read accurately words of two or more syllables that contain the same graphemes as above
	<ul style="list-style-type: none"> • read words containing common suffixes
	<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
	<ul style="list-style-type: none"> • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
	<ul style="list-style-type: none"> • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
	<ul style="list-style-type: none"> • re-read these books to build up their fluency and confidence in word reading.
Comprehension	<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

	<ul style="list-style-type: none">○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	<ul style="list-style-type: none">● Understand both the books they can already read accurately and fluently and those 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○ discussing the significance of the title and events○ making inferences on the basis of what is being said and done○ predicting what might happen on the basis of what has been read so far
	<ul style="list-style-type: none">● Participate in discussion about what is read to them, taking turns and listening to what others say
	<ul style="list-style-type: none">● Explain clearly their understanding of what is read to them.