

Year 2 Reading Medium Term Plan

Autumn 1	Objectives covered
<p>Week 1 Reading assessments</p>	<p>N/A</p>
<p>Week 2 Little Red Riding Hood (model text)</p>	<p>Word Reading: Pupils should be taught to:</p> <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 <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • making inferences on the basis of what is being said and done • answering and asking questions • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
<p>Week 3 Little Red Riding Hood is Rotten</p>	<p>Word Reading: Pupils should be taught to:</p> <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 <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
<p>Week 4</p>	<p>Word Reading: Pupils should be taught to:</p>



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<p>Hansel and Gretel</p>	<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 <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• 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
<p>Week 5 and 6 A range of diary entries</p>	<p>Word Reading: Pupils should be taught to:</p> <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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <p>Reading Comprehension: Pupils should be taught to:</p> <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



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	<ul style="list-style-type: none"> 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>Week 7 Grace and Family (BHM)</p>	<p>Word Reading: Pupils should be taught to:</p> <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 <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher 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

Autumn 2	Objectives covered
<p>Week 1 Up! (Model text)</p>	<p>Word Reading: Pupils should be taught to:</p> <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 <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Pupils should be taught to: discussing their favourite words and phrases 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



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	<ul style="list-style-type: none">• answering and asking questions
Week 2 and 3 Solo	<p>Word Reading: Pupils should be taught to:</p> <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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• making inferences on the basis of what is being said and done• answering and asking questions• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Week 4 and 5 One Day on our Blue Planet	<p>Word Reading: Pupils should be taught to:</p> <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 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 <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• discussing the sequence of events in books and how items of information are related• making inferences on the basis of what is being said and done• answering and asking questions
Week 6 Non-fiction text about Antarctica	<p>Word Reading: Pupils should be taught to:</p>



	<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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <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• being introduced to non-fiction books that are structured in different ways• 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• answering and asking questions
<p>Week 7 Poetry</p>	<p>Word Reading: Pupils should be taught to:</p> <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 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 <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• recognising simple recurring literary language in stories and poetry• 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 their favourite words and phrases• 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



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	<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. • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
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Spring 1	Objectives covered
Week 1 and 2 Non-fiction text about heroes of the world	<p>Word Reading: Pupils should be taught to:</p> <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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <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 • being introduced to non-fiction books that are structured in different ways • 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 • answering and asking questions
Week 3 and 4 A range of newspaper reports	<p>Word Reading: Pupils should be taught to:</p> <p>Word Reading: Pupils should be taught to:</p> <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



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	<ul style="list-style-type: none">• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <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• being introduced to non-fiction books that are structured in different ways• 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• answering and asking questions
<p>Week 5, 6 and 7 A range of Aesop's fables</p>	<p>Word Reading: Pupils should be taught to:</p> <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 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• re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• discussing the sequence of events in books and how items of information are related• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• 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• 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



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Spring 2	Objectives covered
Week 1, 2 and 3 Flat Stanley	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• 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 <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• discussing the sequence of events in books and how items of information are related• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• discussing their favourite words and phrases <p>drawing on</p> <ul style="list-style-type: none">• 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
Week 4 Non-fiction texts about Africa	<p>Word Reading: Pupils should be taught to:</p> <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 most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered



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	<ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension: Pupils should be taught to:</p> <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 being introduced to non-fiction books that are structured in different ways 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 answering and asking questions
<p>Week 5 and 6 Flat Stanley</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 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

Summer 1	Objectives covered
Week 1-6 SATs prep	N/A



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Summer 2	Objectives covered
<p>Week 1-7 James and the Giant Peach</p>	<p>Word Reading: Pupils should be taught to:</p> <ul style="list-style-type: none">• 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 <p>Reading Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none">• discussing the sequence of events in books and how items of information are related• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• discussing their favourite words and phrases• 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

National Curriculum Objectives
<p>Word Reading: Pupils should be taught to:</p> <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



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- 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
- re-read these books to build up their fluency and confidence in word reading.

Reading Comprehension:

Pupils should be taught to:

-develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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:

- 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.