

## Y2 Reading Curriculum

WORD RECOGNITION	Phonological Awareness Identifying & blending phonemes	Decoding Learning GPCS & Decoding words using phonetic strategies	Sight Reading Learning CEWs & familiar words		Fluency
	<ul style="list-style-type: none"><li>Continue to apply phonic knowledge and skills as the route to decode words until automaticity and fluency is embedded</li></ul>	<ul style="list-style-type: none"><li>Read accurately by blending, including alternative sounds for graphemes</li><li>Read accurately words of two or more syllables that contain taught GPCS</li><li>Read words with common suffixes</li><li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically</li></ul>	<ul style="list-style-type: none"><li>Read further common exception words, noting unusual spelling-sound correspondences and where these occur in the word</li><li>Read most words quickly &amp; accurately without overt sounding and blending when they have been encountered frequently</li><li>Re-read books to build up fluency and confidence</li><li>Check the text makes sense to them as they read and return to correct inaccurate reading</li></ul>		<ul style="list-style-type: none"><li>Read aloud with expression and intonation, showing an understanding of punctuation.</li></ul>

LANGUAGE COMPREHENSION	Background Knowledge Reading widely and discussing texts, topics & themes	Vocabulary Learning new words & exploring word families	Language Structures Exploring sentence structure & use of language in different contexts	Verbal Reasoning Asking & answering questions, interpreting texts & making inferences	Literary Knowledge Explore features of genres & how authors use language for effect
	<ul style="list-style-type: none"><li>Listen to, discuss and express 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</li><li>Explore non-fiction books that are structured in different ways</li><li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li><li>Draw on what they already know or on background information and vocabulary provided by the teacher</li><li>Choose and select their own reading material</li></ul>	<ul style="list-style-type: none"><li>Use context and vocabulary provided by the teacher to predict the meaning of unfamiliar words</li><li>Discuss and clarify the meanings of words linking new meanings to known vocabulary.</li></ul>	<ul style="list-style-type: none"><li>Monitor their reading of the text to check it makes sense to them, correcting inaccurate reading</li><li>Discuss their favourite words and phrases</li><li>Recognise simple recurring literary language in stories and poetry</li></ul>	<ul style="list-style-type: none"><li>Make inferences on the basis of what is being said and done (begin to understand cause and effect)</li><li>Explore characters through drama to extend their understanding of what they have read and try out the language they have listened to</li><li>Understand books by answering and asking questions</li><li>Predict what might happen on the basis of what has been read so far</li><li>Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li></ul>	<ul style="list-style-type: none"><li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li><li>Recognise simple recurring literary language in stories and poetry (parody)</li><li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li><li>Discuss the sequence of events in books and how items of information are related</li></ul>