

Vine Core Curriculum

Termly Curriculum Overviews – Reading

Year Group - Year 2

CHILDREN MUST ACHIEVE ALL THE UNDERLINED EXPECTED STANDARD OBJECTIVES FROM THE FRAMEWORK TO BE EXPECTED STANDARD

	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> • <u>Sound out most unfamiliar words accurately without due hesitation</u> • <u>Read most common exception words</u> • <u>Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</u> • Blend GPCs to read accurately • Recognise alternative sounds for graphemes • Apply phonic knowledge • Decrease reliance on 'sounding out' in common words • Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) • Sound out unfamiliar words when reading aloud • Re-read books to build fluency and confidence 	<ul style="list-style-type: none"> • <u>Sound out most unfamiliar words accurately without due hesitation</u> • <u>Read most common exception words</u> • <u>Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</u> • <u>Check it makes sense to them and correct any inaccurate reading</u> • <u>Read most words containing common suffixes</u> • <u>Read accurately most words of two or more syllables</u> • Blend GPCs to read accurately • Recognise alternative sounds for graphemes • Apply phonic knowledge <u>across the curriculum</u> • <u>Increase the speed of reading</u> • <u>Decode unfamiliar words without hesitation</u> • Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) • <u>Read words of two or more syllables</u> • <u>Read words containing common suffixes (link to spelling)</u> • Sound out unfamiliar words <u>and use other reading strategies when reading aloud</u> • Re-read books to build fluency and confidence 	<ul style="list-style-type: none"> • <u>Read most common exception words</u> • <u>Check it makes sense to them and correct any inaccurate reading</u> • <u>Read most words containing common suffixes</u> • <u>Read accurately most words of two or more syllables</u> • Blend GPCs to read accurately • Recognise alternative sounds for graphemes • Apply phonic knowledge across the curriculum • Read fluently and confidently • Decode unfamiliar words automatically • Read words containing common suffixes (link to spelling)

Being a Reader	<ul style="list-style-type: none"> • Explain what has happened so far in what they have read. • Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • Show their understanding of books through discussion • Offer opinions and preferences about books • Discuss the sequence of events in texts and how events are connected • Learn some poems by heart • Retell a story using words and phrases from the text • Discuss meanings of new words and link these to words already known • Discuss their favourite words 	<ul style="list-style-type: none"> • Explain what has happened so far in what they have read. • Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • Show their understanding of books through discussion • Discuss favourite authors • Retell a story from memory, including all the main parts • Discuss meanings of new words and link these to words already known • Discuss their favourite phrases 	<ul style="list-style-type: none"> • Explain what has happened so far in what they have read. • Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • Show their understanding of books through discussion • Give opinions about books backed up by reasons • Retell a stock of basic stories • Discuss meanings of new words and link these to words already known
Reading Comprehension	<ul style="list-style-type: none"> • Explain what has happened so far in what they have read. • Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words • Retrieve information from the text to answer questions • Predict what may happen based on previous events • Use inference to draw simple conclusions about characters, settings and events • Use the layout to identify the type of book • Recognise recurring story language • Develop understanding by linking reading to prior knowledge and/or background information 	<ul style="list-style-type: none"> • Answer question and make some inferences • Explain what has happened so far in what they have read. • Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words • Retrieve information from the text to answer questions • Predict what may happen based on previous events • Identify the main point in a section or page • Use inference to draw simple conclusions about characters, settings and events • Recognise and discuss features of different texts • Recognise recurring language in stories and poetry 	<ul style="list-style-type: none"> • Answer question and make some inferences • Explain what has happened so far in what they have read. • Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words • Respond imaginatively to what they have read or listened to e.g. drama, drawing, music • Retrieve information from the text to answer questions • Predict what may happen based on previous events • Identify the main point in a section or page • Use inference to draw simple conclusions about characters, settings and events • Begin to recognise chronology or sequence in a text • Discuss which words and phrases are effective

		<ul style="list-style-type: none"> • Develop understanding by linking reading to prior knowledge and/or background information 	<ul style="list-style-type: none"> • Develop understanding by linking reading to prior knowledge and/or background information
Being a Researcher	<ul style="list-style-type: none"> • Use indexes, contents pages, headings and captions to navigate non-fiction texts 	<ul style="list-style-type: none"> • Use indexes, contents pages, headings and captions to navigate non-fiction texts 	<ul style="list-style-type: none"> • Navigate simple alphabetically ordered texts • Use screen based and book conventions to find information efficiently and safely