

Wellesley Park Primary School – Reading

Year: Year 2

What should I already know?

- I will learn to read 3-syllable words
- I can read common suffixes (-s, -es, -ing, -ed, -er, -est) and contractions
- I can listen attentively to a wide range of poems, stories and non-fiction.
- I can recall basic features of the stories I have experienced, retelling them in order and identifying some characteristics

- I can identify predictable phrases in a text
- I can answer how and why questions about what I have read
- I can make sure what I read makes sense
- I can make simple inferences and predict what might happen next in a story
- I can say what I think about events or characters in stories

Decoding skills I will learn

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

Comprehensions skills I will learn

- 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

Comprehensions skills I will learn

- 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.

Stories and non-fiction texts that I will learn to recite

- Jack and the Beanstalk
- The Papaya that Spoke
- Kassim and the Greedy Dragon
- The Magic Brush
- Where the Wild Things Are