

## English Reading Skills and Coverage – Year 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b><u>Texts Covered in English Units:</u></b>            Fire Can Poem – (unknown author)            Fire of London – Oxford Reading Tree</p>	<p><b><u>Texts Covered in English Units:</u></b>            How to Make a Paper Dog (CBeebies website)             Variety of recipes             Dear Father Christmas by aAan Durant</p>	<p><b><u>Texts Covered in English Units:</u></b>            Tinga Tinga Tales – How The Elephant Got Its Trunk            Elephants book (freekidsbooks site - online)   <i>Read more Tinga Tinga Tales in Guided Reading and watch Tinga Tinga series on screen.</i></p>	<p><b><u>Texts Covered in English Units:</u></b>            The True Story of The Three Little Pigs            The Three Little Pigs   <i>Reading of various fairy tales in class and changed fairy tales</i></p>	<p><b><u>Texts Covered in English Units:</u></b>            General Victorian non-chronological reports             SATs Reading Papers</p>	<p><b><u>Texts Covered in English Units:</u></b>            Horrid Henry and the Football Fiend by Francesca Simon   <i>Horrid Henry book box in class.</i>             The Owl and the Pussy Cat by Edward Lear</p>
<p><b><u>Genres Covered:</u></b>            Poems on a theme            Stories with familiar settings</p>	<p><b><u>Genres Covered:</u></b>            Instructions            Stories with a theme</p>	<p><b><u>Genres Covered:</u></b>            Animal adventure stories            Persuasion</p>	<p><b><u>Genres Covered:</u></b>            Traditional tales with a twist            Riddles</p>	<p><b><u>Genres Covered:</u></b>            Non-chronological reports</p>	<p><b><u>Genres Covered:</u></b>            Stories by the same author            Classic Poems</p>
<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b>  <ul style="list-style-type: none"> <li>▪ Listen, discuss and express views about a range of poems.</li> <li>▪ Use tone and intonation when reading aloud.</li> <li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Listen and respond to contributions from others.</li> <li>▪ Make personal reading choices and explain reasons for choices.</li> <li>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Identify, discuss and collect favourite words and phrases.</li> <li>▪ Make predictions using evidence from the text.</li> <li>▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul> </p>	<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b>  <ul style="list-style-type: none"> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>▪ Sequence and discuss the main events in instructions.</li> <li>▪ Read a range of non-fiction texts including instructions.</li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Listen and responding to contributions from others.</li> <li>▪ Consider other points of view.</li> <li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories.</li> <li>▪ Read further common exception words, noting tricky parts.</li> <li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>▪ Use morphology to work out the meaning of unfamiliar words, e.g. terror, terrorised.</li> <li>▪ Make predictions based on what has been read so far.</li> <li>▪ Explain and discuss their understanding, giving opinions and</li> </ul> </p>	<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b>  <ul style="list-style-type: none"> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping.</i></li> <li>▪ Read longer and less familiar texts independently.</li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently including stories.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i></li> <li>▪ Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>▪ Explain and discuss their understanding, giving opinions and</li> </ul> </p>	<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b>  <ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>▪ Activate prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Give opinions and supporting with reasons e.g. <i>Was the Prince/Goldilocks/ Jack etc. a good or a bad character?</i></li> <li>▪ Make personal reading choices and give reasons for choices.</li> <li>Make inferences about characters and events using evidence from the text.</li> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read further common exception words, noting tricky parts.</li> </ul> </p>	<p><b><u>Skills Taught:</u></b>  <b><u>Reading</u></b>  <ul style="list-style-type: none"> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.</li> <li>▪ Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> <li>▪ Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned?</li> <li>▪ Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul> </p>	<p><b><u>Skills Taught:</u></b>  <b><u>Key Learning – Reading</u></b>  <ul style="list-style-type: none"> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read further common exception words, noting tricky parts.</li> <li>▪ Use tone and intonation when reading aloud.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>Sequence and discuss the main events in stories.</li> <li>▪ Introduce and discuss key vocabulary within the context of a text.</li> <li>▪ Identify, discuss and collect favourite words and phrases.</li> <li>▪ Make predictions using evidence from the text.</li> <li>▪ Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling?</li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Demonstrate understanding of texts by asking and answering</li> </ul> </p>

<ul style="list-style-type: none"> <li>Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?</li> </ul>	<p>supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p> <ul style="list-style-type: none"> <li>Sequence and discuss the main events in stories.</li> <li>Orally retell a wider range of stories.</li> <li>Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i></li> </ul>	<p>supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because ...</i></p> <ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Use tone and intonation when reading aloud.</li> <li>Read a range of non-fiction texts</li> <li>Discuss how specific information is organised within a non-fiction text</li> <li>Identify, discuss and collect favourite words and phrases</li> <li>Make personal reading choices and explain reasons for choices</li> <li>Consider other points of view</li> <li>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>	<ul style="list-style-type: none"> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>Identify, discuss and collect favourite words and phrases.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>Make predictions based on what has been read so far.</li> <li>Listen and respond to contributions from others.</li> </ul>		<p>questions related to who, what, where, then, why, how..</p> <ul style="list-style-type: none"> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>Use tone and intonation when reading aloud.</li> <li>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including classic poetry.</li> <li>Learn and recite a range of poems using appropriate intonation.</li> <li>Recognise use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>)</li> <li>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>Make contributions in whole class and group discussion.</li> <li>Demonstrate understanding of texts by asking and answering <i>who, what, where, when, why, how</i> questions.</li> </ul>
<p><b>Writing Outcomes:</b> Fire Can Poem Diary about the fire of London</p>	<p><b>Writing Outcomes:</b> Instructions about making bread Letter to Father Christmas</p>	<p><b>Writing Outcomes:</b> How the Giraffe Got a Long Neck story Save the Elephants Persuasive Piece</p>	<p><b>Writing Outcomes:</b> The Three Bad Pigs and the Big Friendly wolf story Animal Riddles</p>	<p><b>Writing Outcomes:</b> Victorian Children non-chronological report</p>	<p><b>Writing Outcomes:</b> Changed ending of Horrid Henry and the Football Fiend Changed verse of The Owl and the Pussy Cat</p>