

Consett Infant School Reading Planning Year 2

	Autumn Term	Spring Term	Summer Term
	Emerging	Developing	Secure
Word Reading	<ul style="list-style-type: none"> • Reads aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation • Reads all known graphemes • Reads unfamiliar words containing known GPCs accurately and without the need for sounding out • Reads accurately words that have been frequently encountered. • Reads known CEW • Segments words into syllables to aid decoding • Uses punctuation to aid reading with expression. • Notices when reading does not make sense and attempts to self correct 	<ul style="list-style-type: none"> • Reads aloud books closely matches to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation without prompting • Reads familiar words without overt sounding and blending • Reads words of 2 or more syllables. • Reads CEW fluently, taking notice of unusual correspondences between spelling and words • Uses punctuation with increased expression. • Notices when reading does not make sense and self corrects. 	<ul style="list-style-type: none"> • Applies phonic knowledge and skills consistently to decode age appropriate texts accurately and without undue hesitation. • Sounds out familiar words accurately • Automatic decoding using phonics is embedded and reading is fluent • Recognises and decodes alternative sounds for graphemes • Reads accurately words of 2 or more syllables. • Recognises and decodes CEW • Reads most words accurately without overt sounding and blending. • Reads words with common suffixes • Reads age appropriate texts with fluency and confidence • Notices when reading does not make sense and takes appropriate action • Begins to use expression and intonation to engage a listener when reading aloud • Self corrects and re-reads to ensure fluency and meaning.

As part of developing children's reading skills and phonic knowledge, children in Year 2 follow Letters and Sounds (<https://www.gov.uk/government/publications/letters-and-sounds>) as a planned programme to develop phonic skills.

Comprehension	<ul style="list-style-type: none"> • Listens to and talks about a wide range of contemporary and classic poetry, stories and non fiction • Retells a story in sequence • Answers questions about books read and shared. • Finds and retrieves literal information • Begins to ask simple questions about books read and shared. • Recognises simple recurring language in poems and stories. • Makes plausible predictions • Distinguishes between fact and fiction • Shows some awareness of text features. 	<ul style="list-style-type: none"> • Asks and answers simple questions about books read and shared • Makes simple inferences using evidence from the text. • Talks about new vocabulary and offers suggestions as to meanings based on the text • Discusses favourite words and phrases. • Makes plausible predictions using evidence from the text • Begins to skim and scan • Talks about how to choose a book to read. 	<ul style="list-style-type: none"> • Regards reading as a pleasurable activity • Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another. • Demonstrates familiarity with and can retell a wide range of stories, fairy stories and traditional tales. • Recognises and understands the different structures of non fiction books that have been introduced. • Shares favourite words and phrases and clarifies the meaning of new words through discussion and by making links to vocabulary. • Learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear. • Demonstrates understanding of what is read independently, or listened to by drawing on own knowledge and information and vocabulary provided. • Constructs meaning whilst reading independently, self correcting where the sense of the text is lost • Makes inferences on what has been read. • Asks and answers questions appropriately including those based on inference of what is said or done. • Makes predictions based on what has been read so far. • Participates in discussions, offering opinions and explanations for these about books, poems and other material • Exercises choice in selecting books.
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