

Reading Medium Term Plan- Year Two

Objectives addressed over time/ in every reading lesson:

Word Reading:

- 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
- reread these books to build up their fluency and confidence in word reading

Comprehension

Pupils should be taught to:

- 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
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
- 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Storytime Texts: <ul style="list-style-type: none"> • Revolting Rhymes, Roald Dahl • The Three Little Wolves and the Big Bad Pig • Other traditional tales with a twist • Whose afraid of the big bad book? Lauren Child 	Storytime Texts: <ul style="list-style-type: none"> • The Three Little Wolves and the Big Bad Pig (revisit) • The Tear Thief, Carol Anne Duffy • Christmas themed stories • Teacher's own choice of story or selected via a book vote 	Storytime: <ul style="list-style-type: none"> • Flat Stanley, Jeff Brown • Other texts in the Flat Stanley Series • Teacher's own choice of story or selected via a book vote 	Storytime: Book 3: <ul style="list-style-type: none"> • The Giraffe, the Pelly and Me, Roald Dahl • Choose another Roald Dahl text suitable for year 2 from a class vote. Offer children a vote from The Twits, George's Marvellous Medicine or Fantastic Mr Fox. 	Storytime: <ul style="list-style-type: none"> • The Owl Who Was Afraid of the Dark, Jill Tomlinson • Sam Wu is NOT Afraid of Ghosts! - Kevin and Katie Tsang 	Storytime: <ul style="list-style-type: none"> • Teacher's choice of early chapter book
<i>Note: Reading for Pleasure lessons should be spaced out across a half term, not blocked.</i>					

<p>Reading for Pleasure: 1 lesson: reading survey</p> <p>2-3 lessons: 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 lesson: book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	<p>Reading for Pleasure: 2 lessons: 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	<p>Reading for Pleasure: 1 –2 lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	<p>Reading for Pleasure: 1 –2 lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	<p>Reading for Pleasure: 1 –2 lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book sampling/cafe or vote to select a story. Children to record their reasons for their preferred book choice.</p>	<p>Reading for Pleasure: 1 –2 lessons devoted to a 'book group' - children to share a recommendation in a group, completing a recommendation sheet.</p> <p>1 x lesson devoted to a book reflecting on the books shared this year, this could be as a reading river, book of the year vote or other form of reflection.</p>
Unit 1					
<p>Word Per Minute Fluency Assessment Checkpoint</p> <p>Poetry: The Three Little Pigs by Roald Dahl (extract from Revolting Rhymes)</p> <p>The Three Little Pigs by Roald Dahl - Famous poems, famous poets. - All Poetry</p> <p>Focus: Reciting poetry. Learning a minimum of two lines off by heart from verse 1</p> <p>Length of unit: 5-7 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> 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 	<p>Picture Book Narrative: The Tear Thief, Carol Anne Duffy</p> <p>Focus: Character</p> <p>Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases making inferences on the basis of what is being said and done answering and asking questions 	<p>KWP Key Author Narrative: The Rainbow Bear, Michael Morpurgo</p> <p>Focus: Use of language</p> <p>Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases making inferences on the basis of what is being said and done answering and asking questions discussing the sequence of events in books and how items of information are related 	<p>Contemporary Poetry: Chocolate Cake, Michael Rosen</p> <p>Focus: Reciting poetry _2-4 lines from the middle of the poem).</p> <p>Length of unit: 5-7 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> answering and asking questions 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 	<p>Classic Narrative Poetry: The Owl and the Pussy Cat, Edward Lea</p> <p>Focus: Reciting poetry. Three verse poem. Divide the class into three and learn a verse each.</p> <p>Length of unit: 5-7 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> 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 	<p>Classic Narrative: The Owl Who Was Afraid of the Dark</p> <p>Focus: Setting</p> <p>Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing the sequence of events in books and how items of information are related making inferences on the basis of what is being said and done
Unit 2					

<p>Classic Narrative: Focus: The Three Little Wolves and the Big Bad Pig</p> <p>Focus: Plot (sequence of events) Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • answering and asking questions • discussing the sequence of events in books and how items of information are related • making inferences on the basis of what is being said and done 	<p>Non-narrative: Eagles</p> <p>Focus: Using non-fiction Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • answering and asking questions • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • making inferences on the basis of what is being said and done 	<p>Non- Narrative: The Great Fire of London</p> <p>Focus: Word meaning Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • answering and asking questions • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • being introduced to non-fiction books that are structured in different ways • drawing on what they already know or on background information and vocabulary provided by the teacher 	<p>Narrative: The Giraffe, the Pelly and Me, Roald Dahl</p> <p>Focus: Use of language Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • answering and asking questions • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing the sequence of events in books and how items of information are related • making inferences on the basis of what is being said and done • answering and asking questions 	<p>Narrative: Sam Wu is NOT Afraid of Ghosts! - Kevin and Katie Tsang</p> <p>Focus: authorial intent Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing the sequence of events in books and how items of information are related • making inferences on the basis of what is being said and done • answering and asking questions 	<p>Non-narrative: Fantastic Women Who Changed the World,</p> <p>Focus: Using non-fiction books Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • answering and asking questions • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • being introduced to non-fiction books that are structured in different ways • drawing on what they already know or on background information and vocabulary provided by the teacher
Unit 3					
<p>Narrative: Whose afraid of the big bad book? Lauren Child</p> <p>Focus: Character emotions Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • making inferences on the basis of what is being said and done 	<p>Classic Picture Book: Jolly Postman's Christmas</p> <p>Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • recognising simple recurring literary language in stories and poetry • discussing the sequence of events in books and how items of information are related • predicting what might happen on the basis of what has been read so far <p style="text-align: right; color: green;">Word Per Minute Fluency Assessment Checkpoint</p>	<p>Narrative: Flat Stanley</p> <p>Focus: Character Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • making inferences on the basis of what is being said and done • discussing the sequence of events in books and how items of information are related 	<p>Narrative: Super Happy Magic Forest and the Humongous Fungus, Matty Long</p> <p>Focus: Character/setting Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • making inferences on the basis of what is being said and done <p style="text-align: right; color: green;">Word Per Minute Fluency Assessment Checkpoint</p>	<p>Non-narrative: The Big Book of the UK,</p> <p>Focus: Using non-fiction Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • answering and asking questions • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • making inferences on the basis of what is being said and done 	<p>Classic Picture book: The Tunnel, Anthony Browne</p> <p>Focus: Prediction Length of unit: 10 days</p> <p>Objectives:</p> <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • discussing the sequence of events in books and how items of information are related • making inferences on the basis of what is being said and done <p style="text-align: right; color: green;">Word Per Minute Fluency Assessment Checkpoint</p>

Progression in Sentence Stems:

Objective	Sentence stem
making inferences on the basis of what is being said and done Children make inferences about books read independently Children begin to give reasons for inferences.	I think <i>the character</i> feels... I think <i>this action</i> shows...
answering and asking questions	I wonder... What... Why... How...
predicting what might happen on the basis of what has been read so far	I predict that... Next...
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	I like I dislike It reminds me of... I wonder...
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	I think <i>this</i> because...