

Year 2 English Reading Long Term Plan

RWI	• Begin to decode automatically and read fluently. • Blend the sounds in words that contain the graphemes taught so far. • Recognise 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. • Key reading skills: During reading check that the text makes sense and correct inaccurate reading. • Key reading skills: Read aloud books closely matched to improving phonic knowledge with greater fluency. • Key reading skills: Re-read books to build up fluency and confidence in word reading (without overt sounding and blending). • Use punctuation to make the reading make sense. • Understand the use of apostrophes for singular possession in nouns when reading. • Use different voices/tone to make the reading fluent and interesting. • Discuss the sequence of events and characters in books. • Discuss how information links in books. • Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation by performing individually or together. Use actions and sound effects. • Understand books: Retell a wider range of stories, fairy stories and traditional tales. • Understand books: Recognise simple recurring literary language in stories and poems. • Understand books: Pick out and discuss favourite words and phrases. • Understand books: Ask questions and find the answers to simple questions in a text. • Recognise and join in with predictable phrases. • Understand books: Sequence a simple story or event and use this to re-enact and retell. • Understand books: Identify the main character in a story or the subject of a non-fiction text. • Understand books: Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales. • Understand books: Express feelings about stories and poems. • Understand books: Identify main events or key points in texts. • Understand books: Answer literal
Comprehension	• Make inferences on the basis of what is said and done. • Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?). • Begin to make predictions about character and plot: Predict events and endings and how characters will behave. • Begin to make predictions about character and plot: Discuss the blurb and title of a book. • Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development. • Discuss story events: Give some reasons why things happen or characters change. • Discuss story events: Show an understanding of the elements of a story such as character, setting, events. • Discuss story events: Begin to express a view and use evidence in the text to explain reasons. • Discuss the significance of the title of a non-fiction and fiction book: Distinguish between fiction and non-fiction. • Begin to understand the way that information texts are organised. • Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line. • Comment on the title of the text and how this links with the main events. • Word meaning & linking. Recognise and comment on repeating patterns of language, e.g. rhymes and predictable phrases.

	● Word meaning & linking Pick out some key phrases in fairy stories and traditional tales, e.g. repetition, once upon a time, fee fi fo fum. ● Word meaning & linking: With support pick out some key words in a text, e.g. find a word that tells us how the character is feeling, find a word that tells us about the house...
English - Writing unit focus	● Familiar with stories & traditional tales: Notice relationships between one text and another. ● Familiar with stories & traditional tales: Return to favourite books and rhymes to be re-read and enjoyed. ● Familiar with stories & traditional tales: Choose and talk about a favourite book from a selection. ● Familiar with stories & traditional tales: Comment and compare interesting or enjoyable aspects of books. ● Familiar with stories & traditional tales: Say how they feel about stories and poems during and after reading.
Poetry	● Familiar with stories & traditional tales: Notice relationships between one text and another. ● Familiar with stories & traditional tales: Return to favourite books and rhymes to be re-read and enjoyed. ● Familiar with stories & traditional tales: Choose and talk about a favourite book from a selection. ● Familiar with stories & traditional tales: Comment and compare interesting or enjoyable aspects of books. ● Familiar with stories & traditional tales: Say how they feel about stories and poems during and after reading.