

# Year 2 Reading Curriculum Map

Autumn Term	Spring Term	Summer Term
<b>National Curriculum- Word Reading</b>		
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 a 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.		
<b>National Curriculum- Comprehension</b>		
<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>		<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>
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		Drawing on what they already know or on background information and vocabulary provided by the teacher
Discussing the sequence of events in books and how items of information are related		Checking that the text makes sense to them as they read and correcting inaccurate reading
Becoming increasingly familiar with and re-telling a wider range of stories, fairy stories and traditional tales		Making inferences on the basis of what is being said and done
Being introduced to non-fiction books that are structured in different ways		Answering and asking questions
Recognising simple recurring literary language in stories and poetry		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 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		
<i>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>		
<i>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>		
<b>RWI</b>		
<b>Blue</b> Read Set 3 Sounds the alternative spellings of Set 2: ea, oi, e a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. Read Set 3 matching phonics Green words including longer words Read Set 1, 2 and 3 Phonics Green Words and build speed. Read nonsense words	<b>Grey</b> Read Set 1, 2 and 3 Sounds and Phonics Green Words including longer words speedily. Read unfamiliar multi-syllabic words Read nonsense words	
<b>Grey</b> Read Set 1, 2 and 3 Sounds and Phonics Green Words including longer words speedily. Read unfamiliar multi-syllabic words Read nonsense words		
<b>Spytime</b>		
In a familiar book that is read to them, they can answer questions and make simple inference	Can read a text (level/standard appropriate) and find answers to questions both oral and written	Can summarise a story giving the main points clearly in sequence
Can retell an unknown story ( unfamiliar before first reading) beginning, middle and end.	Is beginning to read between the lines, using clues from texts and pictures to discuss thoughts, feelings and actions	Can discuss reasons for events in stories by beginning to use clues in the story
Can locate specific information on a given page in response to a direct question	Can use the front cover and book title as well as illustrations and the words inside to make reading choices	Can provide simple explanations about events or information ( eg why a character acted in a particular way)

Can locate some specific information eg key events, characters' names etc or key information on a non-fiction page		
<b>Fluency</b>		
Can Read most of the yr1/2 high frequency words	Can read all of the high frequency words, up to and including, the yr1/2 HFW list ( fluent reading of frequently encountered words without 'sounding and blending)	Can read aloud with intonation taking into account a wider range of punctuation ( . ? ! , )
Knows the function of full stops when reading and shows this in their reading aloud	Can use a range of phonic strategies to read unknown regular words	Sound out most unfamiliar words accurately without undue hesitation
Is beginning to identify when reading does not make sense and attempts to self correct	Can identify when reading does not make sense and self-corrects in order for the text to make sense	Read multi-syllabic words containing Set 1,2,and 3 sounds
Read all Set 3 sounds speedily and in nonsense words	Can read aloud taking into account . ? !	Read a passage of 80-90+ words per minute with intonation that shows some comprehension
Read a passage of 80-90+ words per minute	Read all Set 3 sounds speedily and in nonsense words	Read accurately most words of two or more syllables
	Read a passage of 80-90+ words per minute with intonation that shows some comprehension	Read most words containing common suffixes
<b>Book Band and Home reading</b>		
Green book band moving towards Orange Book Band Blue and Grey Black and White books and Book Bag Books	Turquoise Book Band moving towards beginning Purple Book Band Grey Black and White books and Book Bag Books	Gold book band moving towards White Book Band