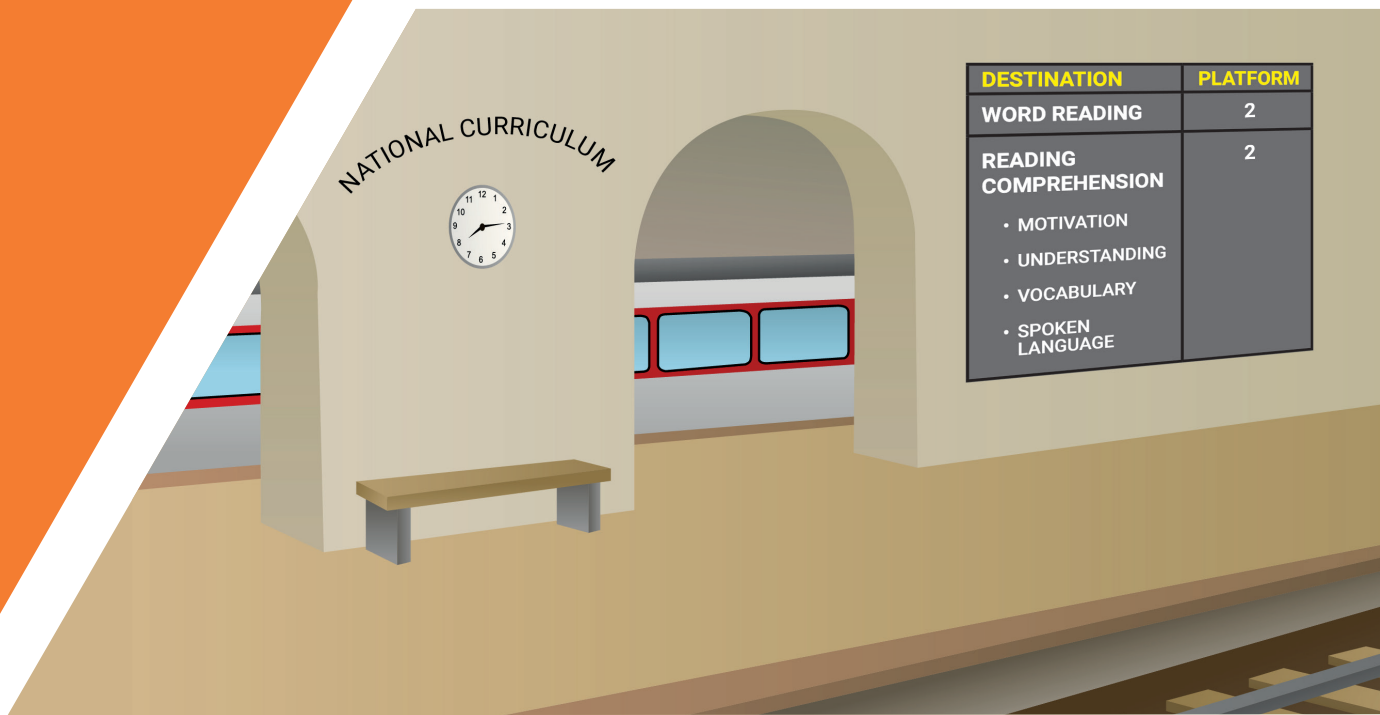


Year 2 - Teaching Reading

Aims and Intentions

The Reading Planning Platform



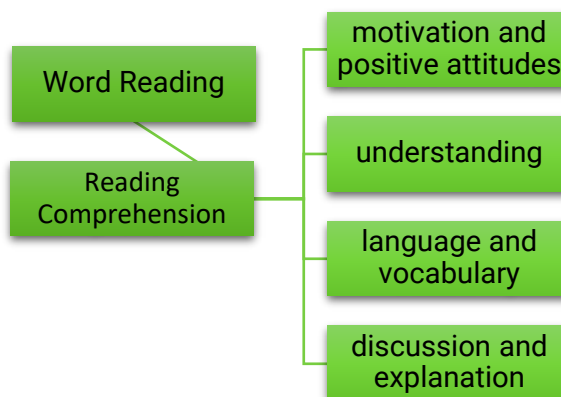
Knowledge and skills for reading
developed from the 2014 national
curriculum for Year 2

Edition 1

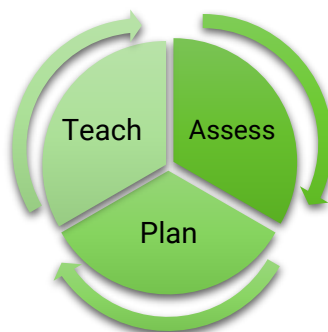
Introduction

The **Planning Platforms** will support teachers with their daily planning and teaching of reading against the expectations of the national curriculum. Each year group has its own platform of objectives. These have been developed in detail from the statutory statements within the national curriculum, ensuring full coverage. They can be used to offer appropriate stretch, challenge and support across the learning needs KS1 and KS2 pupils.

The objectives follow the focuses of the national curriculum as follows:



These statements will support teachers with modelling, planning and text selection, and where appropriate, offer suggestions for teaching strategies. They can be used to ensure that pitch is appropriate for the year group, allowing teachers to integrate the objectives into their own plans. Where relevant, examples are included that illustrate the expectations of a statement. These have been informed by the end of year expectations of the Teacher Assessment Framework (TAF) and Assessing with Age-Related Texts (AART) documents, supporting teachers with delivering the 'assess, plan, teach cycle'.



Where needs fall outside of a pupil's own year group (if a personalised curriculum is required), teachers should refer to Progression in Teaching Reading, tracking back to the appropriate year group.

Personalised objective		Year group planning	
Y1	Y2	Y3	Y4
recalling main events/ideas from a text	recalling main events/ideas from a text conveying simple information derived from main ideas	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph beginning to summarise main ideas drawn from more than one paragraph	recalling and sequencing main events from a text identifying main ideas (gist) drawn from more than one paragraph summarising main ideas drawn from more than one paragraph

Phonic objectives have not been reproduced in full, but are available in the national curriculum's English Appendix.

Reading – word reading
Pupils should be taught to:
• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read all the words in a sentence and do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace') • re-read word groups that are tricky to read aloud smoothly on first attempt • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read unfamiliar words containing previously taught GPCs (grapheme/phoneme correspondence), accurately and without undue hesitation • read accurately by blending the sounds in unfamiliar words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read further common exception words [according to school's chosen phonics programme], noting unusual correspondences between spelling and sound and where these occur in the word • read words containing common suffixes • read suffixes by building on the root words that they have already learnt • read accurately words of two or more syllables that contain the graphemes taught so far • use syllable boundaries to read each syllable separately before they combine them to read longer words • use morphology (such as prefixes) to work out unknown words • read further words with contractions [for example, couldn't, wouldn't, shouldn't, can't], and understand that the apostrophe represents the omitted letter(s) • 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 • read age-appropriate texts fluently (including pausing appropriately, reading in phrases, responding to punctuation)

Reading – 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 • exploring non-fiction books that are structured in different ways, and how they can be used to find things out • empathising with characters, based on their descriptions and actions • identifying with, and exploring characters, using a range of drama techniques <i>e.g. through role play, improvisation, using voice, gesture or movement, hot seating, freeze framing; role on the wall; conscience alley</i> • linking what they read or hear with their own experiences • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing the sequence of events in texts and how items of information are related • identifying elements that have been encountered in other texts <i>e.g. talking animals, grandparents, cottage in the woods, family home, magical objects, friends/friendship</i> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • sustaining interest in longer narratives • recognising simple recurring literary language in stories and poetry <i>e.g. All the better to see/hear/eat you with; Once upon a time ...</i> • building a repertoire of poems learnt by heart • appreciating poems, reciting some, with appropriate intonation to make the meaning clear

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- reading with appropriate expression and phrasing
- responding to open questions and prompts e.g. *tell me about...*
- asking questions to improve their understanding of a text, including through individual inner dialogue while reading and discussion after/during reading e.g. *Would I give away all of my nice clothes if I'd only just got them? Who was helped most by the giant?*
- using tentative language to speculate on possibilities raised by the text e.g. *Rapunzel probably feels worried about what the witch will do to her. Maybe she should say she is sorry but then she can sneak out again.*
- making connections with what they read or hear to own experiences e.g. *Sometimes you have to do things you don't want to, to help somebody else – like when the Winter's Child goes home. Like when me and my sister had to be quiet because my dad was ill.*
- making inferences on the basis of what is being said and done
- recognising different thoughts/feelings from characters within a text
- beginning to recognise that settings may affect feelings and behaviours
- predicting what might happen on the basis of what has been read so far
- making predictions about how a character might behave
- discussing settings and what they indicate about the story
- recalling main events/ideas from a text
- conveying simple information derived from main ideas
- re-reading to find specific information
- retrieves information from within a text
- understanding that language *structure and* presentation contribute to meaning (see Assessing with Age-Related Texts for fiction examples)

for language:

- o *'This is known as migration,'; 'Until recently many birds would fly to Africa for the winter.'*

for structure:

- o *distinct sections of information, e.g. grouped onto a double page spread; sub-headings*

for presentation:

- o *picture book covers and endpapers often provide clues about a story; bold and/or enlarged texts for more emphatic speech; speech bubbles and thought clouds*
- o *Illustrations are bright and engaging and illustrate concepts and processes.*

Discuss how authors use language including literary language by:

- discussing effective language choices
- Identifying and discussing simple figurative words and phrases
- exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning) e.g. *'sharp ears' Tear Thief*

Provide reasons for their views by:

- beginning to independently justify their views about texts they have had read to them and others that they read for themselves, beginning to refer back to the text for evidence e.g. *'I think Tom really loves Nana because he chopped up his skis for firewood.'*
- sharing personal preferences regarding authors and named books

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 by:

- listening attentively in discussion and making related comments
- considers alternative viewpoints
- asking questions for clarification and understanding
- participating in discussions
- speaking audibly to a group
- following agreed group discussion guidelines
- taking turns in group or class conversations
- sharing a view/opinion
- considering the opinions of others (with support)

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves by:

- talking about what they are reading and what has been read to them
- sharing personal responses
- explaining their view using words such as 'because' and using evidence from the context
- explaining to others what they have read or found out

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Visit: hertsforlearning.co.uk

Email: info@hertsforlearning.co.uk

Telephone: 01438 544464



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