

Year 2 Reading @ St Peter's



Intent

In Year 2, teachers are progressively building on knowledge attained in Year 1. Initially, pupils should be able to read all common graphemes and unfamiliar words containing these graphemes with accuracy. They should also be able to read many common words containing GPC's taught so far. Pupils' reading of common exception words should be secure with developing fluency. Pupils should be able to retell some familiar stories from their time in Year 1.

In Year 2, teachers will continue to develop pupils' speedy word reading skills. Pupils will be exposed to a wide range of texts including stories, poems, plays and information books. Pupils will develop their reading stamina which will increase their vocabulary, comprehension and knowledge across the wider curriculum.

Implementation

Pupil should be able to:

- sit upright at their desk
- share a text with a partner
- track and follow the text using finger or a tracking tool (lolly stick, mini word torch etc)
- respond, *both orally and in written form*, to recall and inference questions asked about the text
- listen to the views of others and respond by agreeing or disagreeing to their view
- 'jump in' and say a word the teacher has missed when reading a known text

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

- 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
 - ✓ discussing the sequence of events in books and how items of information are related
 - ✓ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - ✓ being introduced to non-fiction books that are structured in different ways
 - ✓ 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
- understand both the books that they can already read accurately and fluently and those that 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
 - ✓ making inferences on the basis of what is being said and done
 - ✓ answering and asking questions
 - ✓ predicting what might happen on the basis of what has been read so far
- 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

Impact

By the end of year 2, most pupils will be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They will be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching will be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They will enjoy listening to a variety of stories, poetry, plays and non-fiction, and learning to read silently. They will also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read with support.

SEND

Pupils who do not have the phonic knowledge and skills they need for year 2 will be taught through our rigorous and systematic phonics programme 'Little Wandle' so that they catch up rapidly with their peers. Pupils who are falling behind in their word reading will be quickly identified and intervention put into place, in accordance with our phonics policy. However, teachers will use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Additional reading support for vulnerable children

- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

We acknowledge pupils who need additional reading support through on-going formative and summative assessment. The lowest 20% of readers in each year group are heard regularly by an adult. This includes reading to a teacher, a teaching assistant or a volunteer. Our volunteers are trained to support our pupils, so that they have an impact on their reading development. We also identify spotlight pupils to take part in our Little Wandle catch-up interventions.

Whole Class Guided Reading

- A mixture of narrative, non-fiction and poetry is covered each term.
- Year 2 reading is taught through daily whole class reading sessions.
- Each week, all pupils are immersed in an ability-appropriate text.

- This may be the whole text or an extract, which is high-quality and language rich.

Throughout the school we structure our lessons using a consistent approach involving the following aspects:

Vocabulary

We place a high emphasis on the importance of high-quality discussion about the text. Every week, each class spends time talking about their text in detail with their teacher. This includes new vocabulary, links to other texts, their own opinions and the authorial intent.

Echo Reading

Pupils are introduced to the text through echo reading, where they are encouraged to copy the prosody of the class teacher. This is to support the children's developing fluency, ensuring that the text is read in the way the author intended. Once the pupils have practised this, they may use text marking for a particular paragraph, which reminds them of the prosody used.

Follow Up

The class teachers plan for the pupils to respond to the text with a task that will immerse them and consequently, further enhance their understanding. This may include role play, further discussion or a written task.

Comprehension

As a school, we teach comprehension through the reading skills (Vocabulary, Inference, Prediction, Explain, Retrieval and Sequence/Summarise).

Story time

Every day, teachers read to their class for 20 minutes. We select books from the 'Recommended Reads' for each year group. This ensures that the class reader is an engaging, age-appropriate text, which introduces the children to different cultures and authors. This time is for pure reading enjoyment.

Book Club

This is a session built in for each class to have the opportunity to talk about books. The teacher may introduce new books to the children and the children may share their favourite books with the class. This will also be an opportunity for children to share their reading journals with the class.

Home Reading

The focus for home reading at St Peter's is to consolidate reading progress and involve parents in their own child's reading. Children will bring home 2 types of books. In Year 2, this book is closely matched to their phonic knowledge and is a book they have read multiple times in class already. The decodable reading practice book is taken home to ensure success is shared with the family. We also provide the opportunity for each child to self-select their own reading books, within an appropriate reading level, so that children can develop a reading habit, have views on the books, authors or genres they enjoy and are able to read for pleasure.

Independent Reading

Regular reading is encouraged throughout the day. During this time, pupils can choose to read their fluency book or a book for pleasure for fluent, more able readers.

	Key reading skills	Suggested question stems
Vocabulary	• discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems	• Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?
Inference	• make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences	• What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...
Prediction	• predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	• Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?
Explaining	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others	• What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? • Is there anything you would change about this story? • Do you agree with the author's...? Why?

Retrieval	• independently read and answer simple questions about what they have just read • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	• Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story?
Sequence	• discuss the sequence of events in books and how items of information are related • retell using a wider variety of story language • order events from the text • begin to discuss how events are linked focusing on the main content of the story	• What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story