

# Reading Y2 Cycle B AUTUMN 1

## CORE LEARNING

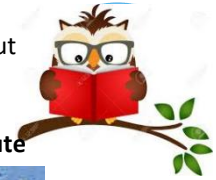
### READNG 1: ACCURACY (phonic lessons/reading lessons/1:1 reading)

- a) Decode automatically and fluently.
- b) Read accurately by blending the sounds in words that contain the graphemes taught.
- c) Recognise and read alternative sounds for graphemes. Phase 5 part 2 recap and phase 6
- d) Read accurately words of two or more syllables that contain the same GPCs as above
- e) Read words containing common suffixes
- f) Read further common exception words
- g) Read and notice unusual correspondence between grapheme and phoneme.



### READNG 2: FLUENCY (echo reading/choral reading/1:1 reading)

- a) Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.
- b) Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation **90+ words per minute**
- c) Read these books fluently and confidently
- d) Use expression and intonation when reading.
- e) Be aware of humour in texts and read appropriately.



**Story world level eight books (16 books)**  
**Named non-fiction texts linked to class topic/s**  
**Scholastic leaflets – poetry/fiction/non-fiction**

### READNG 3: COMPREHENSION (reading lessons/continuous provision)

#### Retrieval – Understand what they read and what is read to them

- a) Use prior knowledge and context and vocabulary explored to understand texts.
- b) Read for meaning, checking that the text makes sense and correcting inaccurate reading.
- c) Find information from non-fiction texts using contents, index, chapters, headings and glossary.
- d) Self-correct, look backwards and forwards in the text and search for meaning.



guided text of the week/cold text- weekly

#### Applying skills already taught

Ref. Y1 MTP's

### READNG 4: ENJOYMENT (continuous provision/book time/individual reading/author collection/s)

#### Interpretation

- a) talk about what they liked or disliked about a story or book giving a reason

#### Context

- a) Listen and respond to a wide range of poetry (including contemporary and classic stories and non-fiction at a level beyond that at which they can read independently.
- b) Know a wider range of stories, fairy stories and traditional tales.
- c) Talk about and give an opinion on the above range of texts.
- d) Answer and ask appropriate questions.
- e) Continue to build a repertoire of poems learnt by heart appreciating these and reciting some, with clear intonation to make the meaning clear.

#### Author collection

Judith Kerr

#### Key text

The tiger who came to tea  
by Judith Kerr

#### Poetry challenge

Recite 10 nursery rhymes

#### 5 plagues – breadth

The tiger who came to tea – Judith Kerr

**Complexity of plot/symbol and Archaic text**

The Tale of Peter Rabbit

**Archaic text**

Grandpa – John Burningham

**Non-linear**

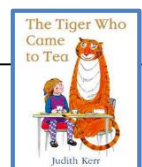
Ning Nang Nong by Spike Milligan

**Resistant text**

The true story of the three little pigs by John Scieszka

**Complexity of the narrator**

The cat in the hat by Dr.Suess **Archaic text**



#### Book events

- **Book swap**
- **Read to a tiger/cat**



### READNG 5: UNDERSTANDING THE WORLD/BREADTH (continuous provision/class book time)

- a) Know and recognise simple recurring literary language in stories and poetry.
- b) Answer and ask appropriate questions.
- c)

**Access to books about Autumn/tigers/the U.K.**

