

Reading Y2 Cycle B AUTUMN 2

CORE LEARNING

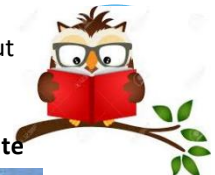
READNG 1: ACCURACY (phonic lessons/reading lessons/1:1 reading)

- 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 nine 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)

Interpretation

- a) Draw simple inferences from illustrations and text. on the basis of what is being said and done
- b) Draw simple inferences from the events and characters' actions and speech.
- c) Make predictions on the basis of what has been read so far and to different characters.
- d) Answer and ask appropriate questions.
- e) Identify and comment on main characters in stories and the way they relate to one another.
- f) Recognise and compare similarities in plot and characters within different stories.



guided text of the week/cold text- weekly

Applying skills already taught

Retrieval

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),
- b) stories and non-fiction at a level beyond that at which they can read independently.
- c) Know a wider range of stories, fairy stories and traditional tales.
- d) Talk about and give an opinion on the above range of texts.
- e) Answer and ask appropriate questions.
- f) 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- Janet & Allan Ahlberg

Key text

The night before Christmas (poem)
By clement Clarke Moore

Poetry challenge

Recite and perform 2 poems/rhymes

5 plagues – breadth

Not now Bernard - David Mckee

Resistant text

Voices in the park Anthony Brown

Non linear

Come away from the water Shirley by John Burningham

Complexity of the narrator

The hare and the tortoise Aesop - Archaic text

Scissors poem - Allen Ahlberg

Complexity of plot/symbol

I do not mind you winter wind poem Jack Prelutsky - Complexity of plot/symbol

The night before Christmas (poem)

By clement Clarke Moore Archaic text



Book events

- Book swap
- Read to an elf/reindeer



READNG 5: UNDERSTANDING THE WORLD/BREADTH

(continuous provision/class book time)

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

Access to books about Guy Fawkes/sculpture/Christmas

