

Reading Y2 Cycle B SPRING 1

CORE LEARNING

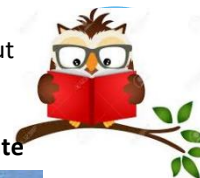
READNG 1: ACCURACY (phonic lessons/reading lessons/1:1 reading)

- Decode automatically and fluently.
- Read accurately by blending the sounds in words that contain the graphemes taught.
- Recognise and read alternative sounds for graphemes. Phase 6
- Read accurately words of two or more syllables that contain the same GPCs as above
- Read words containing common suffixes
- Read further common exception words
- Read and notice unusual correspondence between grapheme and phoneme.



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

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

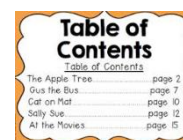


Story world level ten/eleven books (8 books)
Named non-fiction texts linked to class topic/s
Scholastic leaflets – poetry/fiction/non-fiction

READNG 3: COMPREHENSION (reading lessons/continuous provision)

Organisation

- Be aware that non-fiction books are structured in different ways
- Discuss the sequence of events in books and how they are related to each other.
- Know how suspense and humour is built up in a story, including the development of the plot.



guided text of the week/cold text- weekly

Applying skills already taught

- Retrieval
- Interpretation

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

Interpretation

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

Context

- 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.
- Know a wider range of stories, fairy stories and traditional tales.
- Talk about and give an opinion on the above range of texts.
- Answer and ask appropriate questions.
- 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

Jill Murphy

Key text

Who has seen the wind by Christina Rossetti

Poetry challenge

Recite 15 rhymes and 2 poems

5 plagues – breadth

The more it snows by AA Milne

Poem Archaic text

Who has seen the wind – Poem by Christina Rossetti

Archaic text

The book with no pictures by B. J. Novak

Resistant text

Wolves by Emily Gravett

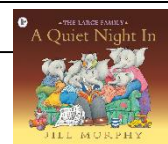
Resistant text

Owl babies by Martin Waddell

Complexity of plot/symbol

Grandad's Island

Complexity of plot/symbol



Book events

- Book swap
- Read to polar bear/penguin



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

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

Access to books about Polar regions/Winter/continents and oceans

