

# Reading Y2 Cycle B SUMMER 2

## CORE LEARNING

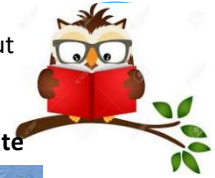
### READNG 1: ACCURACY (phonic lessons/reading lessons/1:1 reading)

- 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 twelve books (4 books)**  
**Named non-fiction texts linked to class topic/s**  
**Green Scholastic (12 texts)**  
**Scholastic leaflets – poetry/fiction/non-fiction**

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

#### View Point

- identify similarities/differences in books by the same author
- say what a character was thinking and give a reason
- talk about a character's feelings - link to own experiences/feelings
- talk about what they liked or disliked about a story or book giving a reason  
guided text of the week/cold text- weekly

#### Applying skills already taught

- Retrieval
- Interpretation
- Organisation
- Choice



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

#### Interpretation

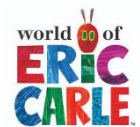
- talk about what they liked or disliked about a story or book giving a reason

#### 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 independently.
- Know a wider range of stories, fairy stories and traditional tales.
- Talk about and give an opinion on the above range of texts.
- 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

Eric Carle



#### Key text

The Frog - poem

#### Poetry challenge

Recite 2 poems – linked to topic

#### 5 plagues – breadth

Tadpole's promise by Jeanne Willis

**Resistant text**

Three brave women by C.L.G. Martin

**Non-linear time sequences**

The summer my father was ten by Pat

Brisson **non-linear time sequences**

The Frog - Poem by Hillarie Belloc **Archaic text**

Three little kittens - Poem by Eliza Lee Folen

**Archaic text**

My Shadow - Poem by Robert Louis

Stevenson **Archaic text**

A good Play - Poem by Robert Louis

Stevenson **Archaic text**

The Swing - Poem by Robert Louis Stevenson

**Archaic text**

#### Book events

- **Book swap**
- **Hold a reading picnic on the grass**



### 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 books about plants/plant growth/bugs in their habitats**

