



Medium Term Plan – Reading – Year 2- Autumn Term

R1	Accurate reading
R2	Fluent reading
R3	Reading Comprehension
R4	Enjoyment of reading
R5	Breadth of reading (understanding of the world)

What we are teaching	How
<p>R1 Accurate Reading</p> <ul style="list-style-type: none"> • Decode automatically and fluently • Read accurately by blending the sounds in words that contain the graphemes taught • Recognise and read alternative sounds for graphemes • 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 	<p>Daily Reading Lessons 1:1 reading Scheme Books Word Mats</p>
<p>R2 Fluent Reading</p> <ul style="list-style-type: none"> • 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 	<p>Daily Reading Lessons Scheme Books Word Mats choral reading echo reading partner reading 1:1 reading</p>
<p>R3 – Reading Comprehension</p> <p>Retrieval</p> <ul style="list-style-type: none"> • Use prior knowledge and context and vocabulary explored to understand texts • Read for meaning, checking that the text makes sense and correcting inaccurate reading • Find information from non-fiction texts using contents, index, chapters, headings and glossary • Self-correct, look backwards and forwards in the text and search for meaning <p>Interpretation</p> <ul style="list-style-type: none"> • Draw simple inferences from illustrations and text. on the basis of what is being said and done • Draw simple inferences from the events and characters' actions and speech • Make predictions on the basis of what has been read so far and to different characters • Answer and ask appropriate questions • Identify and comment on main characters in stories and the way they relate to one another • Recognise and compare similarities in plot and characters within different stories <p>Structure</p> <ul style="list-style-type: none"> • Be aware that non-fiction books are structured in different ways 	<p>Class Reading Lessons</p>

<ul style="list-style-type: none"> • 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 <p>View Point</p> <ul style="list-style-type: none"> • identify similarities and 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 	
<p>R4- Enjoyment of Reading</p> <ul style="list-style-type: none"> • Talk about what they liked or disliked about a story or book giving a reason • 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. 	<p>Reading for pleasure sessions</p> <p>Cycle A -</p>  <p>Cycle B -</p>  <p>Individual reading School library time Reading events - Stop Drop and Read - Book Fairy - Book Fair</p>
<p>R5 -Breadth of Reading (Understanding of the World)</p> <ul style="list-style-type: none"> • Know and recognise simple recurring literary language in stories and poetry • Talk about favourite words and phrases • Answer and ask appropriate questions 	<p>Reading for pleasure Reading across the curriculum</p>