

Planning Themes Teach decoding skills, retrieval, inference and response every week	Year 2	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading.		
	Assessment Targets	Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising <i>see Reading VIPERS</i>		
Decoding Summarising Identifying Key features Prediction Most phase 5 alternatives decoded without undue hesitation	1.	Recognise simple, recurring literary language across poetry and narratives e.g. <i>in a land far away long ago once there lived it wasn't long before;</i>		
	2.	Read accurately words of two or more syllables		
	3.	Draw on what they already know to understand a text e.g. <i>through: the vocabulary, grammar or context cause and effect (thinking about what's prompted a character's behaviour)</i>		
	4.	Use titles, headings, pictures and blurbs to locate relevant information		
	5.	Predict what may happen on the basis of what has been read so far e.g. <i>I think mum will get cross because she told Tom not to lie again</i>		
	6.	Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. <i>children should revise and be able to decode most phase 5 alternatives secured at the end of Y1</i>		
	Term 2			
Fluency Retrieval/Scanning/ locating information Vocabulary Many Y2 spelling rules read without undue hesitation	7.	Identify the sequence of events in fiction and how these are related e.g. <i>understanding beginning/middle/end</i>		
	8.	Use scanning to locate a single piece of information, in response to questions from the teacher <i>they searched far and wide</i>		
	9.	Discuss favourite words and phrases e.g. <i>linked to use of dictionaries</i>		
	10.	Express a single point of view about a text		
	11.	Read words containing common suffixes e.g. <i>-ment, -less, -ful, -ness – see also range of spelling rules taught in Y2</i>		
12.	Read aloud books matched to Y2 phonic knowledge e.g. <i>Children should be able to decode most phase 5 alternatives and many Y2 alternatives - see NC appendices</i>			
	Term 3			
Fluency Non-fiction Vocabulary	13.	Orally retell known stories, linked to the Y2 range		
	14.	Use age appropriate dictionaries to check the meanings of words e.g. <i>first dictionaries, infant dictionaries, word banks developed in English lessons</i>		
	15.	Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. <i>I think 'kindly' means he spoke in a nice way. Link to use of dictionaries</i>		
	16.	Identify the sequence of events in non-fiction and how these are related e.g. <i>introductions /conclusions</i>		
	17.	Recognise and understand the structure of the non-fiction texts used		
18.	Check that the text makes sense to them as they read and correct inaccurate reading e.g. <i>Use this statement as an opportunity to assess fluency. Children should be able to decode phase 5 and many Y2 spelling rules without undue hesitation</i>			
	Term 4			
Fluency Inference	19.	List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions		
	20.	Make inferences on the basis of what is said and done e.g. <i>I think something bad will happen to Hansel and Gretel because they've been left on their own</i>		
	21.	Automatically read unfamiliar words accurately and without undue hesitation when reading aloud e.g. <i>Read most phase 5 alternatives and most Y2 spelling rules. Use decoding strategies to read many unfamiliar words</i>		
	Term 5			
Fluency Explaining	22.	Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently		
	23.	Recite poems by heart, using intonation to make the meaning clear		
	24.	Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words e.g. <i>children should be able to</i>		

decode most Y2 spelling rules

25. Reading fluently and confidently in line with the Y2 range e.g. children should be able to read age-appropriate texts without undue hesitation

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