

# READING OVERVIEW Year 2 2022 - 2023

## Learning Objectives

Term	Key texts POR, whole class novel / guided reading	Word Fluency (phonics and decoding, common exception words)	Phonics Specific Milestones	Comprehension (understanding, commenting, discussing, comparing and contrasting), Inference and prediction	Speaking and Listening
Autumn	<p><b>POR</b> How to find gold by Viviane Swarz</p> <p>The night before Christmas</p> <p><b>Other texts:</b> Variety of non-fiction books</p> <p>The three little wolves and the big bad pig</p> <p>The true story of the three little pigs</p> <p><b>Whole class Novel:</b> Fantastic Mr Fox</p>	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p><b>Milestone 11 – fill gaps from last year</b></p> <p><b>Milestone 12</b> <b>Phase 6 Spelling Rules</b></p> <ul style="list-style-type: none"> <li>suffix <b>ed</b> no change</li> <li>suffix <b>ed</b> flick away the <b>e</b></li> <li>suffix <b>ed</b> double the letter</li> <li>suffix <b>ing</b> no change</li> <li>suffix <b>ing</b> flick away the <b>e</b></li> <li>suffix <b>ing</b> double the letter</li> </ul> <p><b>Common Exception words:</b> because find most last people again old children after every</p> <p><b>Homophones:</b> too to two be bee</p> <p><b>Milestone 13</b> <b>Phase 6 Spelling Rules</b></p> <ul style="list-style-type: none"> <li>suffix <b>er</b> no change</li> <li>suffix <b>er</b> flick away the <b>e</b></li> <li>suffix <b>er</b> double the letter</li> <li>contractions</li> <li>adding <b>est</b></li> <li>change <b>y</b> to an <b>i</b> when adding <b>er ed est</b></li> <li>words ending in <b>y</b> (makes a long sound) and add <b>ing</b> (no change to root word)</li> </ul> <p><b>Common Exception words</b> could pretty eye child should would who beautiful Christmas any</p> <p><b>Homophones:</b> their there they're knight night</p>	<ul style="list-style-type: none"> <li>listen to, discuss and express views about poetry, non fiction and stories, books at a level beyond that which they can read independently</li> <li>discuss the significance of the title and events</li> <li>link what they hear or read to own experiences</li> <li>explain understanding of what is read</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>participate in discussion about what is read, taking turns and listening to others</li> <li>answer and ask questions</li> <li>express views about reading.</li> <li>predict what might happen on the basis of what has been read</li> <li>draw inferences on the basis of what is being said and done</li> <li>discuss favourite words and phrases</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and peers;</li> <li>ask relevant questions to extend knowledge and understanding;</li> <li>consider and evaluate viewpoints, attending to and building on the contributions of others;</li> <li>participate in discussions, performances, role-play, improvisations and debate about what has been read;</li> <li>use spoken language to develop understanding through imagining and exploring ideas.</li> </ul>

Spring	<p><b>POR</b> The Emperor's Egg by Martin Jenkins</p> <p>Where the wild things are</p> <p><b>Other texts:</b></p> <p>Voices in the park Anthony Browne</p> <p>Penguin themed poems</p> <p><b>Whole class guided reading text:</b> The owl who was afraid of the dark</p> <p><b>Whole class novel:</b> Diary of a killer cat</p>	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Milestone 14</b> <b>Phase 6 Spelling Rules</b></p> <ul style="list-style-type: none"> <li>plural <b>ies</b></li> <li>plural <b>es</b></li> <li>plural <b>s</b> to words ending <b>y</b> no change</li> <li>adding <b>ly</b> - no change rule</li> <li>adding <b>ly</b> – change the <b>y</b> to <b>i</b></li> <li>adding suffix <b>ful</b></li> </ul> <p><b>Common Exception Words</b> half both sure whole money everybody clothes grass pass class</p> <p><b>Homophones</b> here hear see sea</p> <p><b>Milestone 15</b> <b>Phase 6 Spelling Rules</b></p> <ul style="list-style-type: none"> <li>adding suffix <b>ness</b></li> <li>adding suffix <b>less</b></li> <li><b>j</b> sound - spelt <b>j g dge</b></li> <li>silent letters – <b>kn wh wr gn mb</b></li> <li><b>al</b> sound (as in also, wall)</li> <li><b>wa</b> sound as in watch</li> </ul> <p><b>Common Exception Words</b> hour door floor poor kind mind behind climb many water</p> <p><b>Homophones</b> new knew no know witch which</p>	<ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related;</li> <li>become increasing familiar with and retell a wide range of stories</li> <li>discuss favourite words and phrases;</li> <li>draw inferences on the basis of what is being said and done;</li> <li>listen to, discuss and express views about stories and non-fiction at a level beyond that at which they can read independently;</li> <li>participate in discussions about books, taking turns and listening;</li> <li>discuss word meanings, linking new meanings to those already known;</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>draw on what they already know or on background information provided by the teacher;</li> <li>discuss the significance of the title and events;</li> <li>link what is read to their own experiences.</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Children use spoken language to develop understanding through imagining and exploring ideas</li> <li>Children participate in discussions, performances, role-play and improvisations</li> <li>Children articulate and justify answers, arguments and opinions</li> </ul>
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Summer	<p><b>POR</b> Beegu by Alexis Deacon</p> <p><b>Other Texts:</b> Something Else</p> <p>On the ning nang nong poem</p> <p>Variety of Space Poems</p> <p><b>Whole class guided reading text:</b> Oliver Moon and the potion commotion</p> <p><b>Whole Class novel:</b> Harry the poisonous centipede</p>	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Milestone 16</b> <b>Phase 6 Spelling Rules</b></p> <ul style="list-style-type: none"> <li>words ending <b>tion</b></li> <li><b>s</b> for /zh/ sound (e.g. treasure)</li> <li>adding suffix <b>ment</b></li> <li>words ending <b>ture</b> (e.g. creature)</li> <li><b>y</b> as a long i sound</li> <li><b>le</b> at the end of words</li> <li>possessive apostrophe</li> </ul> <p><b>Common Exception Words</b> sugar move prove improve fast past father plant path bath busy parents</p> <p><b>Homophones</b> wear where quiet quite</p> <p><b>Milestone 17</b> <b>Phase 6 Spelling Rules</b></p> <ul style="list-style-type: none"> <li><b>al</b> at the end of words</li> <li><b>el</b> at the end of words</li> <li><b>il</b> at the end of words</li> <li><b>o</b> as in <b>uh</b> (e.g other)</li> <li>silent letter <b>wr</b></li> <li>adding the prefix <b>dis</b></li> <li><b>ey</b> at the end of words</li> </ul> <p><b>Common Exception Words</b> only even great break steak cold gold told hold wild</p> <p><b>Homophones</b> son sun one won blue blew bear bare</p>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participating in discussion about what is read to them, taking turns and listening to what others say</li> <li>explaining clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and peers</li> <li>ask relevant questions to extend knowledge and understanding</li> <li>consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>participate in discussions, performances, role-play, improvisations and debate about what has been read</li> <li>use spoken language to develop understanding through imagining and exploring ideas</li> </ul>
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