

## National Curriculum coverage: Year 2

The chart below shows how the content and approach of Little Wandle Fluency fulfils the relevant requirements of the National Curriculum for Reading (2014) in Year 2. In addition to the Reading requirements shown, Little Wandle Fluency also supports the requirements for Spoken Language, creating a supportive environment for children to listen attentively and respond appropriately throughout each reading session.

National Curriculum for English: Year 2	Little Wandle Fluency
<b>Reading – word reading</b>	
<p><b>Statutory requirements</b> Pupils should be taught to:</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>• reread these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Little Wandle Fluency supports the development of word reading skills by:</p> <ul style="list-style-type: none"> <li>• offering books that are 100% decodable (at Fluency 1 to 5) and supporting children to continue to use their phonics skills as they read, especially when tackling less familiar words</li> <li>• giving many opportunities for children to practise and extend their grasp of phonics, including introducing words with new grapheme-phoneme correspondences not taught in Year 1, to complete the alphabetic code</li> <li>• ensuring that the vocabulary in the books includes a range of different types of words, including words of varying lengths, and supporting children to use syllabification techniques to read longer words, and words with common suffixes and prefixes</li> <li>• reinforcing the reading of common exception words previously taught, and adding further common exception words to extend the range of these words that children can read</li> <li>• explicitly teaching prosody so that children learn to read aloud at an appropriate pace and with appropriate expression to show understanding and engage the listener</li> <li>• ensuring that children have a choice of appropriate books that are entirely decodable, and reinforcing the use of phonics skills to tackle less familiar words</li> <li>• focusing on extending children's fluency and reading confidence by offering stories and non-fiction books that have been specially written for the purpose, so that children gradually become able to read fluently at faster speeds throughout the programme.</li> </ul>

National Curriculum for English: Year 2	Little Wandle Fluency
<b>Reading – comprehension</b>	
<p><b>Statutory requirements</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul> </li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <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>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>Little Wandle Fluency supports the development of comprehension skills by:</p> <p>1) fostering enjoyment and motivation, acquisition of vocabulary and increased understanding by:</p> <ul style="list-style-type: none"> <li>• providing many opportunities for children to listen to and enjoy books and stories, in and beyond the reading lessons, including recommending book choices from the wider world of children’s literature</li> <li>• encouraging children to think about and discuss many different aspects of the books they read, including identifying the sequence of events, understanding how information in a non-fiction book is linked and presented, and using inference to identify ideas and meanings beyond the literal level</li> <li>• offering books that chime with traditional stories and tales, developing and extending the ideas found in those stories</li> <li>• presenting a wide range of different types of non-fiction, and books with a variety of non-fiction features, including books which use language in a fresh and exciting way and contain some literary language at an appropriate level</li> <li>• always explaining new vocabulary and giving children chances to use it in age-appropriate ways</li> </ul> <p>2) supporting children’s understanding of books by:</p> <ul style="list-style-type: none"> <li>• providing books and teaching materials that are relevant to children’s lives and interests, and always supporting children to understand any contexts that may not be familiar</li> <li>• encouraging children to think about the accuracy of their reading and self-correct where necessary: building in opportunities within every reading session to talk about the book and ask their own questions about it as well as answering questions, including making increasingly sophisticated inferences about characters or about information given, and making sensible predictions about what might come next</li> <li>• giving numerous opportunities to discuss books and talk about them in groups or with partners – including structured activities built into the lesson, and also more open opportunities reacting to the children’s interests</li> <li>• checking that children have understood what they have read and filling in any gaps in understanding; sharing different ideas and responses and encouraging an open attitude to others’ opinions.</li> </ul>