



St Paul's Reading Curriculum Year 2



Our reading curriculum consists of three key elements within in year group:

- **Read** - the essential decoding & fluency requirements correlating directly to the National Curriculum.
- **Understand** - VIPERS comprehension skills to be taught for the specific year group.
- **Apply** - how children should apply and develop their knowledge as readers for purpose and pleasure.

Read it!

Within KS1, the 'Read it!' section links phonic knowledge, high frequency words and common exception words.

In KS2, there is a growing emphasis on knowledge of root words, prefixes and suffixes as the building blocks for vocabulary construction and understanding.

Understand it!

Decoding and fluency are building blocks for reading comprehension. All NC comprehension objectives are met in the 'Understand it!' section and progression in VIPERS skills are detailed. Children will develop their VIPERS comprehension skills in each year group.

Apply it!

This section examines how pupils can apply their skills and knowledge in order to become fluent, confident readers who have developed a life-long love of reading. We have outlined some of the high-quality literature that has been specifically chosen to provide texts which are appropriate, challenging and, above all, engaging.

Children in Year 2 at St Paul's will enjoy a rich and varied reading curriculum based on the following high quality texts, amongst others. These books may be used to teach both reading and writing; to explore literary technique, develop comprehension skills and promote a love of reading.

Fiction	
Non-Fiction	
Poetry	

1. READ IT: WORD READING: PHONICS & DECODING IN Y2

PHONICS & DECODING	COMMON EXCEPTION WORDS	FLUENCY
<p>Children should be taught to Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>Accurately read most words of two or more syllables. Read most words containing common suffixes. Read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Y2 Common Exception Word List: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts. Check that the text makes sense to them as they read and correct inaccurate reading.</p>

2. UNDERSTAND IT: VIPERS FOR COMPREHENSION IN Y2

VOCABULARY	INFERENCE	PREDICTION	EXPLANATION	RETRIEVAL	SEQUENCE & SUMMARISE
<ul style="list-style-type: none"> • Discuss and clarify the meanings of words; link new meanings to known vocabulary • Discuss their favourite words and phrases recognise some recurring language in stories and poems. <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • That many different words can mean the same thing or offer an extra layer of meaning e.g., the difference between walked and wandered. • That simple thesaurus cards can help me find words that have similar meanings. 	<p>Make inferences about characters' feelings using what they say and do.</p> <ul style="list-style-type: none"> • Infer basic points and begin, with support to notice more subtle references. • Answering and asking questions use pictures or words to make inferences. <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • That inference means looking for clues in a word, text, or image. That a word can hint at how a character is feeling e.g., 'he panted heavily' means a character is tired. 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them <p>PRIOR KNOWLEDGE</p> <p>That many stories have similar endings or characters. That a prediction is a sensible guess.</p>	<p>Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves</p> <p>Express my own views about a book or poem</p> <p>Discuss some similarities between books</p> <p>Listen to the opinion of others.</p> <p>PRIOR KNOWLEDGE</p> <p>That answers should contain 'because' or 'as'.</p> <p>That own experiences can be sometimes used to answer questions.</p> <p>That some books can share similarities.</p>	<ul style="list-style-type: none"> • Independently read and answer simple questions about what they have just read. asking and answering retrieval questions • Draw on previously taught knowledge. <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • That words or phrases carry meaning. • That answers can be found directly in the text. <p>That answers should be highlighted or circled in the text.</p>	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. retell using a wider variety of story language. • Order events from the text. • Begin to discuss how events are linked focusing on the main content of the story. <p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • A variety of time words. • That story boards or actions can help to sequence events. • That stories often share plot development and need a beginning, middle and end.

3. Y2 APPLY IT IN Y2

READING FOR PURPOSE	READING FOR PLEASURE	READING TO PERFORM/DEBATE
<p>Recognise that non-fiction books are structured in different ways.</p> <p>Select, retrieve and record information in reference books.</p> <p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Know where a glossary is and its purpose. Know what an index is and how to use it.</p>	<p>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</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories</p> <p>Have opportunities to exercise choice in selecting books and be taught how to do so.</p> <p>Make recommendations to others about books, giving reasons.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> <p><u>Poems learnt by heart in Year 2</u></p> <p>From a Railway Carriage by R.L. Stephenson</p> <p>As Soon As Fred Gets Out Of Bed by Jack Prelutsky</p> <p>I Opened A Book by Julia Donaldson</p> <p>She sells sea shells on the sea shore</p> <p>Cats by Eleanor Farjeon</p> <p>Eletelephony by Laura Richards</p> <p>Read for understanding and to form own ideas for debate.</p>