

<b>Year 2</b>	Reading objectives show progression within the Whole School Progression Maps. Objectives are covered throughout the year and in many different contexts. Objectives are assessed termly.					
<b>Year 2 Ongoing Reading Objectives</b>						
Ongoing Objectives	<ul style="list-style-type: none"> <li>- Apply phonic knowledge to decode unknown words,</li> <li>- Begin to decode automatically and read fluently,</li> <li>- Recognise alternative sounds for graphemes,</li> <li>- Read Year 2 common exception words on sight, noting unusual correspondence between spelling and sound.</li> <li>- Read most words quickly and accurately without overt sounding and blending.</li> </ul>					
<b>Year 2 Mastery Cycle Reading Objectives</b>						
School Term	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Whole Class Reading Texts	Children will be following Little Wandle Reading Practice Sessions for this half term.	Choose from: Prince Cinders Vlad and The Great Fire of London Sully the Seahorse The Giraffe, the Pelly and Me Lily and the Snowman – Video clip comprehension (Christmas)	How to Hide a Lion How to Hide a Lion at School Amelia Earhart – Little People, Big Dreams Castles – non-fiction History Link	The Tear Thief Vlad and The Great Space Race There’s no Dragon in This Story Poetry- After the Fall.	Vlad and Florence Nightingale Elephants – Non-Fiction The Smeds and the Smoos The Ugly Five	Here We Are The Three Wolves and the Big Bad Pig Flotsam The Seeds of Friendship
Core Books	The Giraffe the Pelly and Me	Flat Stanley  Who’s Afraid of the Big Bad Book?	Fantastic Mr Fox	The Owl Who Was Afraid of the Dark	The Hedgehog	The Magic Finger
Ideal Book Band	Turquoise	Purple	Gold	White	White	White/Lime
Decoding	<ul style="list-style-type: none"> <li>- I can apply phonic knowledge to decode unknown words,</li> <li>- I can begin to decode automatically and read fluently,</li> <li>- I can recognise alternative sounds for graphemes,</li> <li>- I can read words containing taught suffixes and prefixes,</li> <li>- I can read Year 2 common exception words on sight, noting unusual correspondence between spelling and sound,</li> <li>- I can read most words quickly and accurately, without overt sounding and blending,</li> <li>- I can check that what I have read makes sense,</li> <li>- I can re-read familiar books to build up fluency and confidence</li> <li>- I can use punctuation to make the reading make sense,</li> <li>- I can read words with apostrophes</li> </ul>					
Text Structures	<ul style="list-style-type: none"> <li>- I can distinguish between fiction and non-fiction, and discuss the features of each,</li> <li>- I can pick out features used to organise books (title, headings, contents page, index page, subheadings, labels, glossary),</li> <li>- I can use skimming to read the title, contents page, and illustrations to predict what the book is about,</li> <li>- I can recognise and use the alphabet to help locate information in some books.</li> </ul>					
Retrieving	-I can ask questions and find the answers to simple questions in a text.					
Understanding	<ul style="list-style-type: none"> <li>- I can discuss the sequence of events in a book,</li> <li>- I can discuss the main topic of the book and any recurring themes,</li> <li>-I can discuss the main characters and events in a book.</li> </ul>					
Performing	<ul style="list-style-type: none"> <li>- I can use different voices and tones to make the reading fluent and interesting,</li> <li>- I can recite poems, performing them individually or together with actions and sound effects,</li> <li>-I can retell a wider range of stories, fairy stories and traditional tales</li> </ul>					
Predicting	<ul style="list-style-type: none"> <li>- I can make predictions based on the setting described,</li> <li>-I can make predictions on how characters might behave from what they say and do and from how they are described.</li> </ul>					
Inferring	<ul style="list-style-type: none"> <li>- I can infer what characters might be thinking or feeling using clues in the text,</li> <li>I can discuss why certain words or phrases make a story scary, funny or exciting.</li> </ul>					
Writers Choice	<ul style="list-style-type: none"> <li>- I can discuss the use of present, past and progressive tenses in a text and how they have been used,</li> </ul>					



## Year 2 – Reading - Year Group Mastery Overviews



	<ul style="list-style-type: none"> <li>- I can comment on the author’s choice of words to make the text scary, funny or exciting,</li> </ul> <p style="text-align: right;">I can pick out key words or phrases that are important to the story.</p>
Viewpoints	<ul style="list-style-type: none"> <li>- I can give an opinion about a character’s actions,</li> <li>- I know the purpose of the text,</li> <li>- I can express a preference for a story and compare different fairy stories and tradition tales,</li> </ul> <p style="text-align: right;">I can discuss similarities and differences, and make connections across texts, authors and genres.</p>
<b>Vocabulary</b>	
Reading Vocabulary	Book, text, author, blurb, fiction, non-fiction, word, sentence, letter, space, rhyme, phoneme, grapheme, split-diagraph, segment, blend, book, cover, beginning, end, page, word, letter, line, setting, character, event.
Common Exception Words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, 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.