

Kelvin Grove Primary School



Year 2 Reading Curriculum

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Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Word Reading

(in age appropriate books)

- Decode accurately by blending the sounds in words that contains the graphemes taught
- Read most of the year 2 common exception words
- Read most words quickly and accurately
- Use phonic knowledge to decode unfamiliar words accurately, automatically and without undue hesitation
- Read words containing common suffixes

Comprehension

(of books they read and those that are read to them)

Clarifying words, questioning, summarising

Read for meaning, checking the text makes sense to them/self-correcting by:

Reading for meaning by drawing on what they already know or on background information and vocabulary provided by the teacher.

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Reading with appropriate expression and phrasing to show comprehension.

Asks questions to help their own understanding of the text by:

Using tentative language to speculate on possibilities raised by the text e.g. "Rapunzel probably feels worried about what the witch will do to her. Maybe she should say she is sorry but then sneak out again."

Asking questions about why characters have acted the way they have/an element of plot development e.g. "Why did she go after her brother into the tunnel? He was horrible to her! What happened to him? Why don't we see who turned him to stone?"

Discuss and clarify the meanings of words by:

Learning to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.

Speculating about the possible meaning of unfamiliar words they have read.

Checking whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.

Linking new meanings to known vocabulary e.g., "bellowed means shouted really loudly."

Discussing effective language choices and phrases (including simple figurative language).

Exploring synonyms and idiomatic language e.g., "he had sharp ears."

Recognising and commenting on recurring literary language in stories and poetry.

Learning how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.

Answer simple retrieval questions about what has been read by:

Identifying what is known for certain from the text about characters, places and events in narrative and about different topics in non-narrative.

Giving reasons why things happen where this is directly explained in the text.

Discussing sequence of events in texts and how items of information are related

Recalling key events in texts and discussing them

Posing and recording questions prior to reading to find something out, asking follow up questions about the topics they've read about.

Re-reading to find specific information.

Understanding that information is organised in ways that contribute to meaning e.g. sections of information, headings, fact boxes.

Locating information using contents, index, headings etc

Make simple inferences on the basis of what is being said or done by:

*Beginning to give reasons for their thinking using **because**.*

Referring back to the text to support an opinion.

Empathising with characters, based on their descriptions and actions – recognising different thoughts and feelings.

Beginning to recognise that settings might affect feelings and behaviours e.g. “She must be very frightened in that forest. There are lots of things hiding in the trees.”

Making inferences about characters on the basis of what is being said and done.

Talking around a topic/theme prior to reading to better enable them to infer.

Make predictions based on what has been read so far – what is likely to happen in the story and to different characters:

Making predictions about how a character might behave – use immediate clues and what they have read already.

Understanding that illustrations, book covers and end papers often provide clues about a story.

Speculate about the meaning of a section or a page by skim reading the title, contents page, illustrations, headings and subheadings.

Talk about favourite authors or a genre of books and begin to compare themes/patterns/plot etc by:

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.

Discussing themes, plots, events and characters, comparing stories by the same and different authors.

Recognising how books are similar to others they have read.

Linking what they read or hear with their own experiences.

Identifying elements that have been encountered in other texts e.g. talking animals, grandparents, magical objects etc.

Identifying and discussing story elements such as setting, events, characters, and the way that problems develop and get resolved.

Identifying, collecting and comparing common themes in stories and poems e.g., friendship, loneliness, family, being lost, finding something etc

Beginning to justify their views about a text they have had read to them and texts they have read independently, beginning to refer back to the text for evidence.

Exploring non-fiction books that are structured in different ways, and how they can be used to find things out.