

Curriculum Design for Reading

Year – 2

	<u>Skills</u>
Word Knowledge	<p>Apply phonic knowledge and skills consistently to decode quickly and accurately.</p> <p>Decode alternative sounds for graphemes.</p> <p>Read words containing common suffixes such as: -ment, -less, -ness, -ful and –ly.</p> <p>Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.</p> <p>Read most words without overtly segmenting and blending, once they are familiar.</p> <p>Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.</p>

Comprehension	<p>Fully engage with reading and take pleasure from books and texts.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</p> <p>Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently.</p> <p>Takes account of what others say.</p> <p>Show understanding of texts read independently; self-correct.</p> <p>Know and retell a wide range of stories, fairy stories and traditional tales.</p> <p>Recite a repertoire of poems learnt by heart, using appropriate intonation.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meaning of new words; discuss favourite words and phrases.</p> <p>Discuss and express views about a range of non-fiction texts which are structured in different ways.</p> <p>Make inferences on the basis of what is said and done; predict according to what has been read so far.</p> <p>Discuss the sequence of events in books, and how items of information are related.</p>
---------------	---