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| <p>Year 2 Autumn 2 2b+</p> | <p>Purple</p> | <p>RWI complete</p> | <ul style="list-style-type: none"> Increasingly read with more accuracy and fluency by blending, including alternative sounds for graphemes confidently and efficiently read multi-syllable words containing these graphemes | <ul style="list-style-type: none"> explain the sequence of events in books. discuss and recall information from non-fiction texts. discussing how items of information are related generally know how to locate information using contents page or index | <ul style="list-style-type: none"> interpret information in non-fiction books to answer a question or summarise learning | <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways | <ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary comments/questions about meaning of parts of text e.g. details of illustrations, diagrams or changes in font styles | <ul style="list-style-type: none"> listening to and discussing non-fiction texts at a level beyond that at which they can read independently | <ul style="list-style-type: none"> link learning from non-fiction texts to what they already know and have experienced e.g. I knew that because when I went to the farm I found out... |
| <p>Year 2 Spring 1 2w</p> | <p>Gold</p> | | <ul style="list-style-type: none"> read common suffixes read with intonation and expression, taking account of punctuation – focus on ! ! ? *further develop skill of being able to read to self in head, asking for help when necessary | <ul style="list-style-type: none"> continue to answer and ask questions based on texts read using increasing knowledge of vocabulary in text and word meanings: -find and copy a word that means the same as... -the author used the word...to describe the character's feelings, what other word could they have used? -....was described as.... what does this mean? compare sequence of events in a series of stories. | <ul style="list-style-type: none"> making inferences with more focus on finding clues in word reading e.g. recalling how a character is feeling from a written description of character's body language/gesture understand the difference between sensible and silly predictions, giving reasoning for their predictions linked to text and their knowledge and experience as a reader | | <ul style="list-style-type: none"> discussing their favourite words and phrases. Consider why the author wrote in this way/repeated key phrases. Consider the value of the illustrator. identify familiar patterns of language e.g. repeating phrases or story starts (Supertato series) | | |

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| <p>Year 2 Spring 2 2w+</p> | <p>Gold</p> | | <ul style="list-style-type: none"> • read exception words, noting unusual correspondences • read with intonation and expression, taking account of punctuation – focus on ! ? and speech marks. | <ul style="list-style-type: none"> • answer using quotations from the text e.g. how questions such as how do you know the boy felt lonely? Because he said... What part of the story tells you that they were in a different place? | <ul style="list-style-type: none"> • answer prediction questions based on texts making links to other stories e.g. I think this might happen next...because in 'another book' this happened... | <ul style="list-style-type: none"> • recognising simple recurring literary language in poetry | <ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Compare stories by the same author – Beatrix Potter/Enid Blyton (comment on similar use of language). Compare illustrations of Supertato/Peter Rabbit and say preferences - if you could choose an illustrator for your book who would it be?. | <p>participate in discussion about books and poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | <ul style="list-style-type: none"> • link reading to experiences, thoughts and traditions e.g. what did the story make you think about? Would you ever go into somebody else's garden and take some fruit/vegetables? |
| <p>Year 2 Summer 1 2s</p> | <p>White</p> | | <ul style="list-style-type: none"> • read most words quickly & accurately without overt sounding and blending - fluency, pace and expression is beginning to become a natural part of reading aloud • checking that the text makes sense to them as they read and correcting inaccurate reading | <ul style="list-style-type: none"> • ask their own questions about text. • confidently and accurately answer a range of questions about text in a range of formats to explain key aspects of fiction/non-fiction texts (characters, events, titles, information) e.g. find and copy, number the order of events, circle the word, who/what/where/when/how | <ul style="list-style-type: none"> • ask their own questions to infer or deduce e.g. I wonder why... • inference and deduction questions are tackled with confidence with answer given, along with reasoning e.g. I think this...because I know this... | | <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known | <ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say | <ul style="list-style-type: none"> • a few basic features of well-known story and information texts distinguished e.g. differences between type of text in which photos or drawings are used |

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| <p>Year 2 Summer 2 2s+</p> | <p>Lime</p> | | <p>read almost effortlessly within this band; fluency, pace and expression becoming a natural skill of the reader, correcting themselves and swiftly managing unfamiliar words through efficient decoding skills.</p> | <p>the process of question and answer throughout reading is habitual and children respond confidently, using strategies to locate answers in text</p> | <p>sound understanding that inference questions are to be interpreted from clues in the text. Efficient in answering with I think this...because I know....</p> | | | | |
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