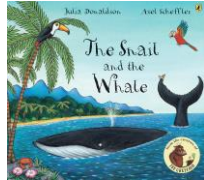
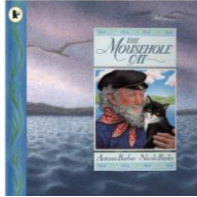


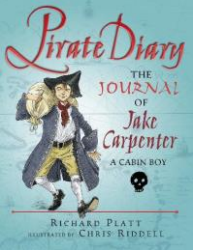
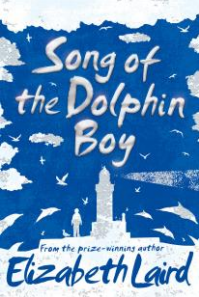




Trevisker School Reading Curriculum Year 2 Summer MTP

Word Reading		Comprehension	
Phonics, Decoding & Fluency (based on National Curriculum and RWInc)	Reading for Pleasure / Choosing to Read	Implementation/Key Skills:	Whole class quality texts:
<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes. To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read aloud books (closely matched to their improving phonic 	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading.</p> <p>Engage in whole-class OTTER (Own Time To Enjoy Reading)</p> <p>Read for sustained periods of time.</p> <p>Actively engage in Book Talk with and without adult support.</p> <p>Respond to reading in a written form, beginning to develop a critical stance.</p> <p>Choose from a range of</p>	<p>National Curriculum Links:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>V1: 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>S1: discussing the sequence of events in books and how items of information are related</p> <p>S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>E1/3: being introduced to non-fiction books that are structured in different ways</p> <p>V3: recognising simple recurring literary language in stories and poetry</p> <p>V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>V2: discussing their favourite words and phrases</p> <p>S2: continuing 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>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>V2: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>I1/2: making inferences on the basis of what is being said and done</p> <p>R1/2: answering and asking questions</p> <p>P1/2: predicting what might happen on the basis of what has been read so far</p> <p>I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>E1: 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> <hr/> <p>Implementation of VIPERS Skills - Vocabulary, Inference, Prediction, Explaining, Retrieval, Sequencing</p>	   

<p>knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none"> To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<p>library books/reading books (unbanded after RWInc reading scheme).</p> <p>Engage in R & R (Read and Relax, cross key stage peer reading).</p>	<p>Year 2 - Vocabulary</p>	<ul style="list-style-type: none"> discuss and clarifying 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>Year 2 Inference</p>	<ul style="list-style-type: none"> make inferences about characters' feelings using what they say and do infer basic points and begin, with support, to pick up on subtler references answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences 	<p>Rfp:</p>	
		<p>Year 2 Prediction</p>	<ul style="list-style-type: none"> predict what might happen on the basis of what has been read in terms of plot, character and language 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>Year 2 Explaining</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 express their own views about a book or poem discuss some similarities between books listen to the opinion of others 		



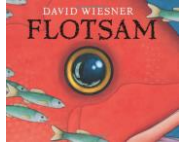
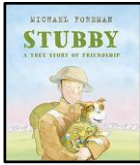
		Year 2 Retrieval	<ul style="list-style-type: none"> independently read and answer simple questions about what they have just read ask and answer retrieval questions drawing on previously taught knowledge remember significant events and key information about the text that they have read monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 		
		Year 2 Sequence	<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 		


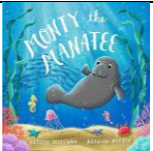
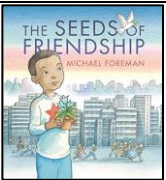
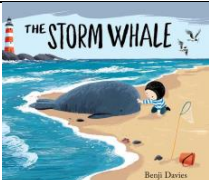
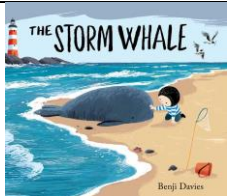
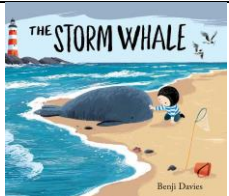




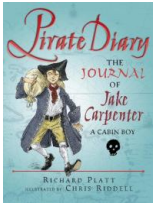
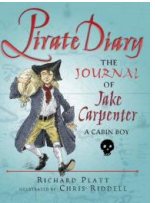
Weekly Timetable:

Early work:	8:55 - 9.05	9:05 - 9.35	9.35 - 10.30	10.30-10.45	10:45 - 11:55	11.55-12.05	12.00-1.05	1.05 - 2.05	2.05 - 2.55	2.55 - 3.10
Monday		Phonics / Daily Reading lesson	English lesson linked to quality class text	B	Maths	Read aloud-poetry	L			Assembly
Tuesday		Phonics / Daily Reading lesson	English lesson linked to quality class text	R	Maths	OTTER	U			Read Aloud

Wednesday		Phonics / Daily Reading lesson		English lesson linked to quality class text	E	Maths	Read aloud	N			Singing Assembly Tickets
Thursday	Non-fiction topic book fact-finding	Phonics / Daily Reading lesson		English lesson linked to quality class text	A	Maths	OTTER	C			R & R (Read & Relax) cross KS Reading for Pleasure
Friday		Assembly	Phonics / Daily Reading lesson	English lesson linked to quality class text	K	Maths	OTTER	H			Read aloud

KS1 Weekly Text Overview: Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonics / Daily reading texts	Daily RWInc Sessions for intervention group Decoding Text:  Genre: fiction - adventure Decoding Implementation Text discussion	Daily RWInc Sessions for intervention group Decoding Text:  Genre: Poetry Decoding Implementation Text discussion	Daily RWInc Sessions for intervention group Decoding Text:  Genre: Narrative Decoding Implementation Text discussion	Daily RWInc Sessions for intervention group Decoding Text:  Genre: Narrative and non narrative Decoding Implementation	Daily RWInc Sessions for intervention group Decoding Text SATS – reading paper practice Genre: Decoding Implementation Text discussion	Daily RWInc Sessions for intervention group Decoding Text SATS – reading paper practice Genre: Decoding Implementation Text discussion

	 <p>Genre: Fiction Decoding Implementation Text discussion</p>	 <p>Genre: Narrative poetry Decoding Implementation Text discussion</p>	 <p>Genre: Narrative Decoding Implementation Text discussion</p>	 <p>Genre: fiction Decoding Implementation Text discussion</p>	 <p>Genre: fiction Decoding Implementation Text discussion</p>	 <p>Genre: fiction Decoding Implementation Text discussion</p>
Quality texts in English lesson	 <p>Genre: Fiction – defeat the monster Decoding Implementation Text discussion</p>	 <p>Genre: Fiction Decoding Implementation Text discussion</p>	 <p>Genre: Fiction Decoding Implementation Text discussion</p>	 <p>Genre Historical recount Decoding Implementation Text discussion</p>	 <p>Genre: Historical recount Decoding Implementation Text discussion</p>	 <p>Genre: Historical recount Decoding Implementation Text discussion</p>
Class reader (Read aloud/RfP)	<p>Children select from a range of Picture Books – Read aloud – OTTER – books linked to topic - non fiction books linked to topic Plus a mix of additional books and comics of various genres</p>					