Medium term plan for Reading

Year 2	Objectives to be simmering throughout the year.
	• Uses phonic knowledge to decode regular words and attempts to read some common irregular words.
	• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
	• Reads other words of more than one syllable that contain beyond taught GPCs.
	• Reads aloud more complex books, including those beyond their chronological age.
	• Reading is seen as a pleasurable activity
	• Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
	• Participates in discussion about what is read to them, taking turns and listening to what others say.

	Autumn	Spring	Summer
Word Reading	• Check the text makes sense when reading and correct inaccurate reading. • Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words. • Read familiar words quickly, without needing to sound them out.	• Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught. • Re-reads books to build up fluency and confidence.	• Independently check text makes sense, correcting inaccurate reading without being prompted. • Reads exception words noting unusual correspondences • Automatic decoding is established and a range of texts are read independently with consistent accuracy, fluency and confidence (over 90 words per minute).
Literal Comprehension	• Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they have read where the link between cause and effect is stated in the text and supported by a picture. (1a) • Answer literal or deductive questions about books they have	• Participate in discussions about books they have listened to or read, answering literal questions and making reference to significant events and characters. (1a / 1b)	• Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. (1b / 1c))

	listened to or read, drawing on what they already know, or on background information and vocabulary provided by teacher. (1a / 1b / 1c)	• Answer literal questions about books they have listened to or read, using new vocabulary they have met in the text. (1a / 1b)	• Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided. (1b)
	• Refer to the book to retell key events in the correct sequence. (1c)	• Retell recently read stories, including main characters and most key points, in correct order with minimal prompting. (1c)	• Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. (1b)
	• I can find answers to questions in non-fiction, stories and poems. (1a / 1b)		• Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related. (1b / 1c)
	• Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events. (1a / 1b / 1c)		• With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. (1b)
Inference / Prediction	• Participate in discussions about books they have listened to or read, making inferences about how characters feel. (1d)	• Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied. (1b)	• Discuss why some events in a story are important and make simple links between items of information. (1b / 1c)
	• Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. (1e)	• Participate in discussions about books they have listened to or read, making simple inferences on the basis of what characters do. (1d)	• Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say. (1a / 1d)
		• Make predictions based on reading of other books by the author and my own experiences. (1e)	• Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story. (1a / 1e)
Responding to the Text	• Give a personal opinion about an event or character and give a simple justification in a discussion about a story. (1b)	• With support, form a simple question they would like to ask a character about events from the story. (1a / 1b)	• With support, use empathy to help them understand characters and their motivation. (1a / 1b)
	• Explain how a story, poem or non-fiction topic makes them feel. (1a)	• With some support, explain and discuss their understanding of books, poems and other material in simple terms.(1a /1b /1c)	• Explain and discuss their understanding of books, poems and other material they have heard or read, sometimes giving a more detailed account of their opinions.(1a / 1b)

Love, **J**oy, **P**eace, **P**atience, **K**indness, **G**oodness, **F**aithfulness, **G**entleness & **S**elf-**C**ontrol

	• Recite with accuracy about three familiar short poems by heart. (1a/1c) • Discussing favourite words or phrases. (1a)	• Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear. (1a / 1c) • Aware that books are set in different times and places. (1b) • Relate what I read to my own experiences. (1a) • Understand why a writer has written a text – '*She wants you to know how to make a kite'* (1a / 1b)	• Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. (1a / 1c) • Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. (1a)
Language for Effect	• Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle. (1a) • Recognise clear patterns of language, such as the repetition of words or phrases. (1a)	• With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration. (1a) • Recognise rhymes or alliteration in poems they have listened to or read. (1a) • Identify how vocabulary choice affects meaning – '*Crept lets you know that he is trying to be quiet'* (1a / 1b)	• Recognise interesting vocabulary in a text they have listened to or read. (1a) • Recognise simple recurring literary language in stories and poetry. (1a) • Identify and comment on vocabulary and literary features – *'All fairy tales start with Once Upon A Time'* (1a)
Themes and Conventions	• Beginning to recognise that some non-fiction books have features that are different from the main text. (1b) • Know what some common non-fiction features are called and what they do. (1a / 1b)	• Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction. (1b) • With support, clearly explain what some common non-fiction features are called and what they do. (1b) • Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called. (1a / 1b)	• With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story. (1b) • Discuss and express views about a wide range of texts they have listened to. (1a/1b) • Read and discuss a range of non-fiction texts structured in different ways. (1b) • Decide how useful a non-fiction text is for the purpose. (1b) • Make choices about which texts to read based on prior experience. (1a / 1b)