

Year Two	Reading Content Domains and Writing Genres									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Recount	Recount	Recount	Recount	Narrative	Narrative	Narrative	Narrative	Poetry	Poetry
	1b: Key aspects of fiction and non-fiction	1b: Key aspects of fiction and non-fiction	1b: Key aspects of fiction and non-fiction	1b: Key aspects of fiction and non-fiction	1d: Inference	1d: Inference	1d: Inference	1d: Inference	1a: Knowledge of Vocabulary	1a: Knowledge of Vocabulary
Winter	Procedural	Procedural	Procedural	Procedural	Formal Letter	Formal Letter	Formal Letter	Formal Letter	Description	
	1b: Key aspects of fiction and non-fiction	1b: Key aspects of fiction and non-fiction	1b: Key aspects of fiction and non-fiction	1b: Key aspects of fiction and non-fiction	1a: Knowledge of Vocabulary	1a: Knowledge of Vocabulary	1a: Knowledge of Vocabulary	1a: Knowledge of Vocabulary	1a: Knowledge of Vocabulary	
Spring	Explanation/Information	Explanation/Information	Explanation/Information	Diary	Diary	Diary	Narrative	Narrative	Narrative	Narrative
	1c: Sequencing	1c: Sequencing	1c: Sequencing	1d: Inference	1d: Inference	1d: Inference	1d: Inference	1d: Inference	1d: Inference	1d: Inference
Summer	Explanation/Information	Explanation/Information	Explanation/Information	Recount	Recount	Recount	Poetry	Narrative	Narrative	Narrative
	1a: Knowledge of Vocabulary	1a: Knowledge of Vocabulary	1a: Knowledge of Vocabulary	1b: Key aspects of fiction and non-fiction	1b: Key aspects of fiction and non-fiction	1b: Key aspects of fiction and non-fiction	1d: Inference	1d: Inference	1d: Inference	1d: Inference
Skills to practise during Book Talk		predict what might happen on the basis of what has been read so far								

Reading – Year 2					
Reading opportunities:	Book Talk (Phonics/FLOW)	A Time to Read (adult read aloud)	ERIC	Library	Reading aloud
	Vocabulary (Phonics/FLOW)	Fluency (Phonics/FLOW)	Anthologies	Reading across the curriculum	Reading aloud own writing
NC Statutory Content					
Word reading					
Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.					
Read accurately by blending the sounds in words which contain the graphemes taught so far, especially recognising alternative sounds for graphemes.					
Read accurately words of two or more syllables that contain the same graphemes as above.					
Read words containing common suffixes.					
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.					
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.					
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.					
Re-read these books to build up their fluency and confidence in word reading.					
Comprehension					
Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond 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 learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 					
Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • 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. • Making inferences on the basis of what is being said and done. • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. 					
Participate in discussion about books, poems and other works that are read to them, and those they can read themselves, taking turns and listening to what others say.					
Explain and discuss their understanding of books, poems and other material, both those they listen to and those they read for themselves.					