

## Newchurch Primary Curriculum Overview English Year 2-Reading

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><u>Reading: Clarify</u></p> <ul style="list-style-type: none"> <li>• I can check the text makes sense to me as I read, correcting inaccurate reading. KPI</li> <li>• I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>• I can draw on what I already know or on background information and vocabulary provided by the teacher.</li> <li>• I can understand both the books I can already read and those I listen to by checking that the text makes sense to me as I read and correcting inaccurate reading. KPI</li> <li>• I can use the grammar of sentence to decipher new or unfamiliar words.</li> </ul> <p><u>Reading: Comprehension (Monitor and Summarise)</u></p> <ul style="list-style-type: none"> <li>• I can identify and discuss the main events and key points in a text.</li> </ul>	<p><u>Reading: Comprehension (Monitor and Summarise)</u></p> <ul style="list-style-type: none"> <li>• I can identify or provide my own synonyms for specific words within a text.</li> </ul>	<p>End of KS1 Teacher Assessment Frameworks – Word reading, phonics and...</p> <p>WT – Answer questions and make inferences on the basis of what is being said and done in a familiar book that is being read to them.</p> <p>ARE- In a familiar book that they can read accurately and fluently, they can check that it makes sense to them. Answer questions and make some inferences on the basis of what is being said and done.</p> <p>WGD – In a book that they are reading independently, they can make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Make links between books they are reading and other books they have read.</p> <p><u>Reading: Comprehension (Monitor and Summarise)</u></p> <ul style="list-style-type: none"> <li>• I am developing pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events</li> </ul>

- I can retell a story clearly and with appropriate detail.

Reading: Comprehension (Respond and Explain)

- I can explain and discuss my understanding of books and poems and other reading material, both those that I listen to and those that I read myself.
- **I can participate in discussions about book, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say, express views and asking questions. KPI**

Reading: Select and Retrieve

- **I can ask and answer questions. KPI**
- I can extract information from the text and discuss orally with reference to the text.
- I understand how to use alphabetically ordered texts to retrieve information.

Reading: Inference

- I can identify key themes and discuss the reasons for events in

Reading: Comprehension (Respond and Explain)

- I can identify cause and effect in a narrative and non-fiction (e.g. character motivation; why certain information has been included).

Reading: Select and Retrieve

- I can use bibliographic knowledge to help retrieve specific information.

Reading: Inference

- I can predict what might happen on the basis of what has happened so

**in books and how items of information are related. KPI**

Reading: Select and Retrieve

- **I can understand both the books I have already read accurately and fluently and those that I listen to by answering questions. KPI**

Reading: Inference

- I can make predictions using experience, books in the same

stories.

- I can make predictions about expectations of text by skim reading title, contents, and illustrations.
- **I can make simple inferences about character's thoughts and feelings based on what has been said and done. KPI**
- I can make simple predictions based on my own experience.

Reading: Language for Effect

- I can identify rhyming and alliterative words.
- I am developing pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poems.

far.

- **I can predict what might happen on the basis of what has been read so far. KPI**
- **I can understand both books I can read and that I listen to by predicting what might happen on the basis of what has been read so far. KPI**

Reading: Language for Effect

- **I am developing pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poems. KPI**
- I am beginning to understand the effects of different words and phrases (e.g. to create humour, images and atmosphere).
- I can discuss favourite words and phrases.
- **I can discuss the sequence of events in books and how items of information are related. KPI**

genre and the same author or based on similar themes.

Reading: Language for Effect

- I can identify how vocabulary choice affects meaning, identify or providing my own synonyms for specific words within the text.

Reading: Themes and Conventions

- **I am developing pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction. KPI**
- **I am developing pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with a wide range of stories, fairy stories and traditional tales. KPI**
- I can identify how features are linked to purpose (e.g. why characters and settings are described, or why an information text has sub-headings).
- I can make comparisons between books, noting similarities and differences and preference between narrative sequences, characters and setting.

Reading: Word Reading

- **I can read accurately by blending the sounds in words that contain the graphemes**

Reading: Themes and Conventions

- I can identify how features are linked to purpose (e.g. why characters and settings are described, or why an information text has sub-headings).
- I can make comparisons between books, noting similarities and differences and preference between narrative sequences, characters and setting.
- **I am developing pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways. KPI**

Reading: Word Reading

- I can apply the Hampshire Core Spelling Curriculum knowledge when reading.

Reading: Themes and Conventions

- **I am developing pleasure in reading, motivation to read, vocabulary and understanding by retelling a range of stories, fairy stories and traditional tales. KPI**

Reading: Word Reading

- I can apply the Hampshire Core Spelling Curriculum knowledge when reading.

<p>taught so far, especially recognising alternative sounds for graphemes. KPI</p> <ul style="list-style-type: none"> <li>• I can read accurately words of two or more syllables that contain the same graphemes as above. KPI</li> <li>• I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. KPI</li> <li>• I can read most words at an instructional level (i.e. 93-95% of words) quickly and accurately without overt sounding and blending when they have been frequently encountered. KPI</li> <li>• I can read words that contain common suffixes.</li> <li>• I can apply the Hampshire Core Spelling Curriculum knowledge when reading.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• I can reread books to build up my fluency and confidence in word reading. KPI</li> </ul>	
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GREEN = ALL HAVE BEEN TAUGHT

YELLOW = ONLY ARE AND GDS HAVE BEEN TAUGHT

RED = ONLY GDS HAVE BEEN TAUGHT

BLUE - Taught ongoing through individual reading as well as in guided/group and class reading sessions and opportunity to provide this environment where evidence can be collected for these objectives during reading for pleasure daily.