

Ramsey Manor Lower School

Reading Curriculum Year 2

Word Reading
1. Continue to use phonic sounds to work out unknown words.
2. Read accurately by blending the sounds in words, especially recognising alternative spelling patterns.
3. Read accurately words of two or more syllables (such as: children, little, about, mother, father, beginning, chocolate, never, maybe, plastic).
4. Read words containing common suffixes (such as: -ing, -ed, -es, -est, -ful, -less, -ness).
5. Read more common tricky words (such as: push, many, pull, more, once, over, what, when, your, want, half).
6. Read familiar words quickly and accurately, without the need to sound out and blend.
7. Read aloud their school reading book, sounding out unfamiliar words accurately, automatically and without undue hesitation.
8. To read a variety of books within their school reading colour band to build up fluency and confidence in word reading.
Comprehension: <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>
9. Listening to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently
10. Discussing the sequence of events in fiction books, or how items of information are related in non-fiction books.
11. Becoming increasingly familiar with and being able to retell a wider range of stories, fairy stories and traditional tales.
12. Being introduced to non-fiction books that are structured in different ways.
13. Recognising simple recurring literary language in stories (such as: 'On a dark and gloomy night') and in poetry (such as: rhyme and rhythm).
14. Discussing and clarifying the meanings of words, including identifying their favourite words and phrases.
15. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>
16. Responding to questions about their book by drawing on what they already know or on background information and vocabulary provided by an adult.
17. Checking that the text makes sense to them as they read and correcting inaccurate reading.
18. Making inferences on the basis of what is being said and done by answering "Why?" questions.
19. Answering and asking "What, Where, When?" questions.
20. Predicting what might happen on the basis of what has been read so far.
21. Participating in discussion about books and poems that are read to them and those that they can read for themselves, taking turns and listening to what others say.
22. Explaining their understanding of books and poems, both those that they listen to and those that they read for themselves.