



Long-Term Planning: Reading

2023-24



Year Group	Year 2
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AUTUMN TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
28.08.23	Assessments			
04.09.23	Rainbow Fish	Narrative	Decoding/Working Memory	Are taught phonic strategies being applied to read words Explore where sentences start and stop and how we know. Think about why we re-read the sentence from the beginning if we have done lots of sounding out. Read words with common suffixes ed words
11.09.23	Rainbow Fish	Narrative	Decoding/Working Memory	
18.09.23	Rainbow Fish to the Rescue	Narrative	Decoding/Working Memory Visualising/Comprehension	To recognise meaning builds sentence by sentence – gist What did the sentence tell us? What have we found out? How does one idea link to the next? What do we know now?
25.09.23	Rainbow Fish to the Rescue	Narrative	Decoding/Working Memory Visualising/comprehension	To recognise meaning builds sentence by sentence – gist What did the sentence tell us? What have we found out? How does one idea link to the next? What do we know now?
02.10.23	Gorilla	Narrative	Decoding/Working Memory Visualising/comprehension	To check for sense (eg can they stop at unknown words?) Do they read to the end of the sentence and then slowly re-read
09.10.23	Gorilla	Narrative	Decoding/Working Memory Visualising/comprehension	Are they able to substitute words with a different word in order to determine meaning (clarifying)? Are they reading te sentence before/after?
Half Term				
23.10.23	Rapunzel	Narrative	Decoding/Working memory	To sequence events
30.10.23	Rapunzel	Narrative	Working memory Scanning and retrieval	To look (scan) for key words to support retrieval (key word given at this point) and then read that sentence slowly – what have we found out?
06.11.23	Mr Wolf's Pancakes	Narrative	Making Predictions	To predict what might happen on the basis of what has been read so far
13.11.23	Mr Wolf's Pancakes	Narrative	Making Predictions	To predict what might happen on the basis of what has been read so far
20.11.23	Mr Wolf's Pancakes	Narrative	Pay attention to punctuation	To use punctuation to help read with expression and to keep track of information in longer sentences

20.11.23	Mr Wolf's Pancakes	Narrative	Pay attention to punctuation	To use punctuation to help read with expression and to keep track of information in longer sentences
04.12.23	The Invisible	Narrative	When you stop to decode, re-read the sentence	To re-read sentences from the beginning if stopped to decode a difficult word
11.12.23	The Invisible	Narrative	Recall information/retrieval	To recall specific information from reading or look back at the text to find information
18.12.23	Assessments			

N.C Objectives: Please highlight once covered at the end of the term.

<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that 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 • reread these books to build up their fluency and confidence in word reading 	<p><u>Comprehension</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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 that at 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 learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher
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	<ul style="list-style-type: none"> • 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 that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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SPRING TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
08.01.24	The Invisible	Narrative	Recall information/retrieval	To recall specific information from reading or look back at the text to find information
15.01.24	The Tear Thief	Narrative	Visualising	To visualise settings and characters and recognise when they change.
22.01.24	The Tear Thief	Narrative	Visualising	To visualise settings and characters and recognise when they change.
29.01.24	The Tear Thief	Narrative	Visualising	To visualise settings and characters and recognise when they change.
05.02.24	The Tear Thief	Narrative	Visualising	To visualise settings and characters and recognise when they change.
26.02.24	The Tear Thief	Narrative	Making Inferences	Use clues to work out what people are thinking and feeling.
Half Term				
26.02.24	The Tear Thief	Narrative	Making Inferences	Use clues to work out what people are thinking and feeling.
04.03.24	The Tear Thief	Narrative	Working Memory	To re-tell a sentence in their own words using working memory. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
11.03.24		Narrative	Sequencing	Understanding the events that happen in a text
18.02.24	Assessments			

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Word Reading

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- read accurately by blending the sounds in words that 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
- reread these books to build up their fluency and confidence in word reading

Comprehension

- develop 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 at a level beyond that at 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 learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- 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 that they can read for themselves, taking turns and listening to what others say

- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

SUMMER TERM

Date	Shared Reading Text	Genre	Focused Session Objective (Skills and Knowledge)	Extra Notes (Optional)
08.04.24	Assessment			
15.04.24	Dogger	Narrative	PEE (Point Evidence Explain)	
22.04.24	Dogger	Narrative	PEE (Point Evidence Explain)	
29.04.24	Storm Seal	Narrative	PEE (Point Evidence Explain)	
06.05.24	Comprehension			
13.05.24	Comprehension			
20.05.24	Assessment			
Half Term				
03.06.24	Consolidation/ Intervention			
10.06.24	Consolidation/ Intervention			
17.06.24	Consolidation/ Intervention			
24.06.24	Consolidation/ Intervention			
01.07.24	Consolidation/ Intervention			

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Word Reading

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- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Comprehension

- develop 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 at a level beyond that at 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
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