

Reading Comprehension

Medium Term Planning- Y2 - Overview of Objectives

This document should be used as a guide for progression of skills alongside your teacher's assessment of pupils' needs.

Word reading		Comprehension	
NC Objective	When covered	NC Objective	When covered
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	RWI sessions, individual reading	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	Weekly
read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	RWI sessions, individual reading	discussing the sequence of events in books and how items of information are related	2 x a term
read accurately words of two or more syllables that contain the same graphemes as above	RWI sessions, individual reading	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Ongoing
read words containing common suffixes	RWI sessions, individual reading	being introduced to non-fiction books that are structured in different ways	Each term
read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	RWI sessions, individual reading	recognising simple recurring literary language in stories and poetry	Weekly
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	RWI sessions, individual reading	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Daily
read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	RWI sessions, individual reading	discussing their favourite words and phrases	Daily
reread these books to build up their fluency and confidence in word reading	RWI sessions, individual reading	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Weekly
		drawing on what they already know or on background information and vocabulary provided by the teacher	Ongoing
		checking that the text makes sense to them as they read, and correcting inaccurate reading	Daily
		making inferences on the basis of what is being said and done	2 x a term
		answering and asking questions	Ongoing
		predicting what might happen on the basis of what has been read so far	2 x a term
		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	Ongoing
		explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Ongoing

Texts (click for more ideas)

Poetry: The Puffin Book of Fantastic First Poems

I can discuss favourite words and phrases in a text explaining why.

[illegible]

Topic: People of the Past: Space

Fiction: The Darkest Dark (48 pages), Laika: An Astronaut Dog

Poetry: A Rocketful of Space Poems

I can discuss favourite words and phrases in a text explaining why.

[illegible]

Texts (click for more ideas)

Non-Fiction: *The Crayon Man: the True Story of the Invention of Crayola Crayons* (48 pages)

Poetry: As Much Use as a Chocolate Fireguard

I can discuss favourite words and phrases in a text explaining why.

[illegible]

Texts (click for more ideas)

Non-Fiction: Colours of the World: Blue Planet (32 pages), An Anthology of Intriguing Animals (224 pages)

Poetry: *National Trust: Tiger, Tiger, Burning Bright!: An Animal Poem for Every Day of the Year*

I can discuss favourite words and phrases in a text explaining why.

[illegible]

Texts (click for more ideas)

Non-Fiction: Seashore: 100 Facts (48 pages), All about beaches (twinkl extract),

Poetry: A First Book of the Sea (104 pages)

Each session: I can discuss word meaning and link new meanings to those already known. (progress by complexity of vocabulary)

I can discuss favourite words and phrases in a text explaining why.

[illegible]

Texts (click for more ideas)

Poetry: *The Great Fire of London* by Paul Perro

I can discuss favourite words and phrases in a text explaining why.

[illegible]