

# **Reading Comprehension Medium Term Planning- Y2 - Overview of Objectives**





Word reading		Comprehension		
NC Objective When co		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	

#### Autumn 1

# **Topic:** A Day in the Life

#### **Texts** (click for more ideas)

Fiction: The Most Magnificent Thing (32 pages), The Girl Who Never Made Mistakes (32 pages)

**Non-Fiction:** The Usborne Book of the Brain and How It Works: (32 pages)

**Poetry:** The Puffin Book of Fantastic First Poems

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

Week 1- Retrieval	Week 2- Retrieval	Week 3- Retrieval	Week 4- Retrieval	Week 5- Retrieval	Week 6- Retrieval
Objective: I can show understanding of a text I have read by answering questions.	Objective: I can show understanding of a text I have read by answering questions.	Objective: I can show understanding of a text I have read by answering questions.	Objective: I can show understanding of a text I have read by answering questions.	Objective: I can show understanding of a text I have read by answering questions.	Objective: I can show understanding of a text I have read by answering questions.
Monday:	Monday:	Monday:	Monday:	Monday:	Monday:
Poem of the Week					
Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:
WoTW	WoTW	WoTW	WoTW	WoTW	WoTW
Suggested text for skills					
sessions:	sessions:	sessions:	sessions:	sessions:	sessions:
The Puffin Book of Fantastic	The Most Magnificent Thing	The Girl Who Never Made	Florence Nightingale text	Animal text	The Puffin Book of Fantastic
<u>First Poems</u>		<u>Mistakes</u>			<u>First Poems</u>
Wednesday:	Wednesday :	Wednesday:	Wednesday :	Wednesday :	Wednesday :
Picture starter					
Vocab (3 words max)					
Skill <mark>on whiteboards</mark>					
Thursday:	Thursday:	Thursday:	Thursday:	Thursday:	Thursday:
Picture starter					
Vocab (3 words max)					
Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/Jamboard	Skill in books/Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard
Friday:	Friday:	Friday:	Friday:	Friday:	Friday:
Nearpod/Independent	Nearpod/ Independent				
application	application	application	application	application	application

#### Autumn 2

# **Topic:** People of the Past: Space

#### **Texts** (click for more ideas)

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

**Non-Fiction:** A Journey through: Space (48 pages), The Women Who Have Helped Build Nasa (twinkl extract)

**Poetry:** A Rocketful of Space Poems

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

Week 1- Retrieval	Week 2 - Vocab	Week 3 - Sequencing	Week 4 - Inference	Week 5- Prediction	Week 6- Mixed
Objective: <u>I can show</u>	Objective: <u>I can discuss</u>	Objective: <u>I can discuss the</u>	Objective: I can begin to infer	Objective: <u>I can say what</u>	Objective: Mixed review of
understanding of a text I have	favourite words and phrases	order of events in books.	how a character is feeling	might happen next in a story	skills from previous 5 weeks.
read by answering questions.	in a text explaining why.		using information I already know and by what they say.	based on what I know from other stories I have read.	Make links between the book they are reading and other
			know and by what they say.	other stones i have read.	books they have read -
					needed for GDS?
Monday:	Monday:	Monday:	Monday:	Monday:	Monday:
Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week
Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:
WoTW	WoTW	WoTW	WoTW	WoTW	WoTW
Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills
sessions:	sessions:	sessions:	sessions:	sessions:	sessions:
<u> A Journey through: Space</u>	<u>A Rocketful of Space Poems</u>	<u> Laika: An Astronaut Dog</u>	<u>The Darkest Dark</u>	<u>Laika: An Astronaut Dog</u> &	<u>The Women Who Have</u>
				<u>The Darkest Dark</u>	<u>Helped Build Nasa</u>
Wednesday :	Wednesday :	Wednesday :	Wednesday :	Wednesday:	Wednesday :
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>
Thursday:	Thursday:	Thursday:	Thursday:	Thursday:	Thursday:
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard
Friday:	Friday:	Friday:	Friday:	Friday:	Friday:
Nearpod/Independent	Nearpod/ Independent	Nearpod/ Independent	Nearpod/Independent	Nearpod/Independent	Nearpod/ Independent
application	application	application	application	application	application

### Spring 1

# **Topic:** What's It Made Of?

#### **Texts** (click for more ideas)

**Fiction:** <u>The True Story of the 3 little Pigs</u> & <u>Hansel and Gretel</u>, <u>Rosie Revere, Engineer</u> (32 pages) **Non-Fiction:** <u>The Crayon Man: the True Story of the Invention of Crayola Crayons</u> (48 pages)

Poetry: As Much Use as a Chocolate Firequard

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

Week 1- Retrieval	Week 2 - Inference	Week 3 - Inference	Week 4 - Inference	Week 5- Prediction	Week 6-Mixed
Objective: <u>I can show</u> understanding of a text I have read by answering questions.	Objective: I can make some inferences about a character's feelings on the basis of what is said and done.	Objective: I can enjoy reading, and discussing the order of events in books and how items of information are related. (progress by complexity of text and themes)	Objective: I can make some inferences about a character's feelings on the basis of what is said and done.	Objective: I can say what might happen next in a story based on what has happened so far. (progress by complexity of text)	Objective: Mixed review of skills from previous 5 weeks. Make links between the book they are reading and other books they have read - needed for GDS?
Monday:	Monday:	Monday:	Monday:	Monday:	Monday:
Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week
Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:
WoTW	WoTW	WoTW	WoTW	WoTW	WoTW
Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills
sessions:	sessions:	sessions:	sessions:	sessions:	sessions:
The True Story of the 3 little	The Crayon Man: the True	Rosie Revere, Engineer	<u>As Much Use as a</u>	Rosie Revere, Engineer	The Crayon Man: the True
Pigs & Hansel and Gretel	Story of the Invention of		<u>Chocolate Fireguard</u>		Story of the Invention of
	<u>Crayola Crayons</u>				<u>Crayola Crayons</u>
Wednesday:	Wednesday :	Wednesday :	Wednesday :	Wednesday :	Wednesday :
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>
Thursday:	Thursday:	Thursday:	Thursday:	Thursday:	Thursday:
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard
Friday:	Friday:	Friday:	Friday:	Friday:	Friday:
Nearpod/ Independent	Nearpod/ Independent	Nearpod/ Independent	Nearpod/ Independent	Nearpod/ Independent	Nearpod/Independent
application	application	application	application	application	application

# Spring 2

# **Topic:** The Earth our Home

**Texts** (click for more ideas)

Fiction: The Owl who was afraid of the dark (32 pages), Harry the poisonous centipede (continue as class text if they want too), Clean Up

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

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

Week 1- Retrieval	Week 2 - Inference	Week 3 - Sequencing	Week 4 - Retrieval	Week 5- Prediction	Week 6-Mixed
Objective: Lcan show understanding of a text I have read by answering questions.	Objective: L can make some inferences about a character's feelings on the basis of what is said and done.	Objective: I can enjoy reading, and discussing the order of events in books and how items of information are related. (progress by complexity of text and themes)	Objective: I can show understanding of a text I have read by answering questions.	Objective: I can say what might happen next in a story based on what has happened so far. (progress by complexity of text)	Objective: Mixed review of skills from previous 5 weeks. Make links between the book they are reading and other books they have read - needed for GDS?
Monday:	Monday:	Monday:	Monday:	Monday:	Monday:
Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week
Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:
WoTW	WoTW	WoTW	WoTW	WoTW	WoTW
Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills
sessions:	sessions:	sessions:	sessions:	sessions:	sessions:
Harry the poisonous	National Trust: Tiger, Tiger,	<u>Clean Up</u>	The Owl who was afraid of	The Owl who was afraid of	Colours of the World: Blue
centipede (Chapter 1)	Burning Bright!: An Animal Poem for Every Day of the Year		<u>the dark</u>	the dark & Clean Up	<u>Planet</u> ,
Wednesday:	Wednesday:	Wednesday:	Wednesday:	Wednesday:	Wednesday:
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill on whiteboards
Thursday:	Thursday:	Thursday:	Thursday:	Thursday:	Thursday:
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard
Friday:	Friday:	Friday:	Friday:	Friday:	Friday:
Nearpod/ Independent	Nearpod/ Independent	Nearpod/ Independent	Nearpod/ Independent	Nearpod/ Independent	Nearpod/Independent
application	application	application	application	application	application

#### Summer 1

# **Topic:** Hooray! Let's Go on Holiday!

#### **Texts** (click for more ideas)

Fiction: The Lighthouse Keeper's Lunch (32 pages), At the beach (32 pages), The Camping Trip (twinkl extract)

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)

Week 1- Retrieval	Week 2 - Inference	Week 3 - Sequencing	Week 4 - Inference	Week 5- Prediction	Week 6-Mixed
Objective: L can show understanding of a text I have read by answering questions. (progress by complexity of text and by retrieval over a more text)	Objective: Lcan make some inferences about a character's feelings on the basis of what is said and done.	Objective: L can enjoy reading, and discussing the order of events in books and how items of information are related. (progress by complexity of text and themes)	Objective: Lcan make some inferences about a character's feelings on the basis of what is said and done.	Objective: Lcan say what might happen next in a story based on what has happened so far. (progress by complexity of text)	Objective: Mixed review of skills from previous 5 weeks. Make links between the book they are reading and other books they have read needed for GDS?
Monday:	Monday:	Monday:	Monday:	Monday:	Monday:
Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week
Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:
WoTW	WoTW	WoTW	WoTW	WoTW	WoTW
Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills
sessions:	sessions:	sessions:	sessions:	sessions:	sessions:
<u>Seashore: 100 Facts</u>	A First Book of the Sea	The Lighthouse Keeper's	<u>At the beach</u>	The Camping Trip	All about beaches & A
		<u>Lunch</u>			First Book of the Sea
Wednesday :	Wednesday :	Wednesday :	Wednesday :	Wednesday :	Wednesday :
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>
Thursday:	Thursday:	Thursday:	Thursday:	Thursday:	Thursday:
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/Jamboard	Skill in books/ Jamboard	Skill in books/Jamboard	Skill in books/ Jamboard
Friday:	Friday:	Friday:	Friday:	Friday:	Friday:
Nearpod/ Independent	Nearpod/Independent	Nearpod/ Independent	Nearpod/ Independent	Nearpod/ Independent	Nearpod/ Independent
application	application	application	application	application	application

#### Summer 2

#### **Topic:** Time Travellers

#### **Texts** (click for more ideas)

Fiction: London's Burning (twinkl extract), Toby and The Great Fire Of London, The King and the Great Fire

Non-Fiction: The Great Fire of London Unclassified, The Great Fire of London (Why do we remember?) (32 pages)

Poetry: The Great Fire of London by Paul Perro

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

Week 1- Retrieval	Week 2 -Inference	Week 3 - Sequencing	Week 4 - Inference	Week 5- Prediction	Week 6-Mixed
Objective: I can show understanding of a text I have read by answering questions. (progress by complexity of text and by retrieval over a more text)	Objective: L can make some inferences about a character's feelings on the basis of what is said and done.	Objective: I can enjoy reading, and discussing the order of events in books and how items of information are related. (progress by complexity of text and themes)	Objective: L can make some inferences about a character's feelings on the basis of what is said and done.	Objective: I can say what might happen next in a story based on what has happened so far. (progress by complexity of text)	Objective: Mixed review of skills from previous 5 weeks.  Make links between the book they are reading and other books they have read - needed for GDS?
Monday:	Monday:	Monday:	Monday:	Monday:	Monday:
Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week	Poem of the Week
Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:	Tuesday:
WoTW	WoTW	WoTW	WoTW	WoTW	WoTW
Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills	Suggested text for skills
sessions:	sessions:	sessions:	sessions:	sessions:	sessions:
The Great Fire of London	Toby and The Great Fire	The Great Fire of London	The King and the Great	London's Burning	The Great Fire of London
<u>Unclassified</u>	<u>Of London</u>	<u>by Paul Perro</u>	<u>Fire</u>		(Why do we remember?)
Wednesday:	Wednesday:	Wednesday :	Wednesday :	Wednesday :	Wednesday :
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>	Skill <mark>on whiteboards</mark>
Thursday:	Thursday:	Thursday:	Thursday:	Thursday:	Thursday:
Picture starter	Picture starter	Picture starter	Picture starter	Picture starter	Picture starter
Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)	Vocab (3 words max)
Skill in books/Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard	Skill in books/ Jamboard
Friday:	Friday:	Friday:	Friday:	Friday:	Friday:
Nearpod/Independent	Nearpod/Independent	Nearpod/Independent	Nearpod/ Independent	Nearpod/Independent	Nearpod/ Independent
application	application	application	application	application	application