

## SEQUENTIAL READING CURRICULUM

End points which show progression of knowledge, understanding and skills in Reading

Year Group: 2

	T1	T2	T3	T4	T5	T6
<b>Key TEXTS:</b>	Vlad and the Great Fire of London – Kate Cunningham	The Lighthouse Keeper’s Rescue – Ronda and David Armitage	Into the Forest – Anthony Browne	The Tear Thief – Carol Ann Duffy	The Enormous Crocodile – Roald Dahl	The Magic Faraway Tree, Moonface’s Story – Enid Blyton
Focus Poet for the year group: Allan Ahlberg						
<b>Decode / word- reading:</b> RWI Phonics – throughout the year, children read aloud books closely matched to their improving phonic knowledge	Children to apply their growing phonic knowledge to decode words.  Children to attempt to read some common exception words.	Children to apply their growing phonic knowledge to decode words working towards automatic decoding.  Children to attempt to read some common exception words.	Children to continue to apply phonic knowledge to decode words working towards automatic decoding.  Children to attempt to read many common exception words.	Children to continue to apply phonic knowledge to decode words until automatic decoding is embedded.  Children are familiar with and can read many common exception words.	Children to continue to apply phonic knowledge to decode words until automatic decoding is embedded.  Children are familiar with and can read many common exception words without overt sounding and blending.	Children to continue to apply phonic knowledge to decode words until automatic decoding is embedded and reading is accurate and fluent.  Children are familiar with and can read many common exception words without overt sounding and blending.
<b>Comprehend, locate and retrieve:</b> Children to check that the text makes sense as they read and draw on their	Children begin to scan for key words in the text. Introduce questions where the question word does not match the text word.	Children begin to scan for key words in the text in order to locate answers.  Introduce questions where the question	Children begin to analyse the wording of a question in order to choose what to scan for.  Children become more familiar with	Children begin to analyse the wording of a question in order to choose what to scan for.  Children attempt to answer questions	Children analyse the wording of a question in order to choose what to scan for.  Children answer questions where the	Children confidently analyse the wording of a question in order to choose what to scan for.  Children confidently answer questions

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<p>knowledge of vocabulary.</p>	<p>Paragraphs and their purpose are introduced to children.</p> <p>When prompted, discuss vocabulary choices highlighted by the teacher.</p> <p>Listen to a repertoire of poems read by the teacher.</p>	<p>word does not match the text word.</p> <p>Children begin to identify and navigate paragraphs in information texts.</p> <p>When prompted, discuss vocabulary choices highlighted by the teacher and share own ideas and opinions.</p> <p>Listen to and read along with a repertoire of poems.</p>	<p>questions where the question word does not match the text word.</p> <p>Children navigate paragraphs in information texts by reading sub-headings or using other visual information.</p> <p>Begin to discuss favourite words.</p> <p>Read a repertoire of poems.</p>	<p>where the question word does not match the text word.</p> <p>Children navigate paragraphs in information texts by reading sub-headings or using other visual information.</p> <p>Begin to discuss favourite words and phrases.</p> <p>Read a repertoire of poems.</p>	<p>question word does not match the text word.</p> <p>Children navigate paragraphs in information texts by reading sub-headings or using other visual information in order to retrieve solutions.</p> <p>Discuss favourite words and phrases, giving reasons for opinions.</p> <p>Read and begin to recite a repertoire of poems.</p>	<p>where the question word does not match the text word.</p> <p>Children confidently navigate paragraphs in information texts by reading sub-headings or using other visual information in order to retrieve solutions.</p> <p>Discuss favourite words and phrases, giving reasons for opinions.</p> <p>Read and recite a repertoire of poems.</p>
<p><b>Inferential understanding:</b> Discuss and clarify the meanings of new words, linking new meanings to known vocabulary.</p>	<p>Through discussion, explore texts using 'how' and 'why' questions.</p> <p>Through discussion make predictions based on what has been read.</p>	<p>Through discussion, explore texts using 'how' and 'why' questions.</p> <p>Through discussion make predictions based on what has been read.</p>	<p>Begin to infer by answering simple 'how' and 'why' questions about the character's feelings and reasons for them.</p>	<p>Practise inferring by answering simple 'how' and 'why' questions about the character's feelings and reasons for them.</p>	<p>Practise inferring by answering 'how' and 'why' questions about the character's feelings and behaviour and reasons for them.</p>	<p>Make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p> <p>Make plausible predictions based on</p>

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			Through discussion make plausible predictions based on what has been read.	Make plausible predictions based on what has been read and begin to give reasons.	Make plausible predictions based on what has been read and begin to give reasons.	what has been read and give reasons.
<p><b>Respond to text:</b> Children develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and <i>classic poetry</i>, stories and non-fiction at a level beyond their independent reading ability.</p>	<p>Participate in discussions about texts.</p> <p>Discuss the sequence of events in a text.</p> <p>Begin to notice and with support, discuss how different information in non-fiction texts are related.</p> <p>With support, begin to recognise simple recurring literary language.</p>	<p>Participate in discussions about texts.</p> <p>Discuss the sequence of events in a text.</p> <p>With support, discuss how different information in non-fiction texts are related.</p> <p>Begin to recognise simple recurring literary language independently.</p>	<p>Participate in discussions about texts.</p> <p>Discuss the sequence of events in a text and begin to retell the events orally.</p> <p>Discuss how the layout of non-fiction texts helps with understanding.</p> <p>Develop the ability to recognise simple recurring literary language independently.</p>	<p>Participate in discussions about texts.</p> <p>Sequence events in a familiar text and begin to retell the events orally.</p> <p>Develop understanding of layout of non-fiction texts and how different piece of information are linked.</p> <p>Develop the ability to recognise simple recurring literary language independently.</p>	<p>Participate in discussions about texts.</p> <p>Sequence events in a familiar text and begin to retell the events orally.</p> <p>Explain how the different information in non-fiction texts are linked and how the layout helps.</p> <p>Develop the ability to recognise simple recurring literary language independently and begin to explain the impact.</p>	<p>Participate in discussions about texts.</p> <p>Sequence events in a familiar text and retell the events orally.</p> <p>Explain how the different information in non-fiction texts are linked and how the layout helps.</p> <p>Recognise simple recurring literary language independently and begin to explain the impact.</p>
<p><b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity</p>	<p>All children will: continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent. <b>All children should aim to be</b> work towards reading unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in read books that are matched closely to word reading knowledge recite familiar poems by heart read many Y2 CE words automatically by sight</p>					

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<p>phrasing appropriate to meaning</p>	<p>read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending check that the text makes sense to them as they read, and correct inaccurate reading use expression appropriately to support the meaning of sentences</p> <p>By the end of the year, children should be reading 90 words per minute.</p>
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