

# Year 2 Reading Programmes of Study

## **Purpose of Study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Subject Content:**

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

<b>Sequential Learning:</b>	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory.
<b>Current Knowledge &amp; Skills</b>	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
<b>End Point of Unit</b>	End of Year 2 SATS Assessments are used 3 times a year to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding

# Year 2 Reading

## FLUENCY, WORD READING AND VOCABULARY

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

### WORD READING TERM 1

<p style="text-align: center;"><b>Previous Learning</b></p> <p style="text-align: center;">Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p style="text-align: center;"><b>New Knowledge Content</b></p> <p style="text-align: center;">What will the pupils know at the end of this unit that they didn't know before?</p>	<p style="text-align: center;"><b>Skill development</b></p> <p style="text-align: center;">How they will show and apply their new knowledge</p>	<p style="text-align: center;"><b>End Point of Unit</b></p> <p style="text-align: center;">Assessment of learning at end point</p>
<p><b>Previous Learning Year 1</b></p> <p><b>Year 1 Term 6 Retrieving</b></p> <ul style="list-style-type: none"> <li>/ar/, /o/</li> </ul> <p><b>Year 2 Term 1 Retrieving</b> (after they have been taught):</p> <ul style="list-style-type: none"> <li>/ae/</li> </ul> <p><b>Year Term 1 Fluency</b></p> <ul style="list-style-type: none"> <li>To be able to read 60 words per minute by the end of Year 1</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b></p> <p><b>Recognise (new content):</b> /ae/, /d/, /ee/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b></p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test</li> <li>Termly Alphabet Code</li> <li>Reading Fluency Test</li> </ul> <p><b>Feed forward Year 2 Term 2</b></p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> <li>/i/, /y/, /oe/, /n/</li> </ul> <p><b>LTP Yr 2 Knowledge Content</b></p> <p><a href="https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true</a></p>

		<p><b>Read (practise):</b> /o/, /ae/, /d/,</p> <p><b>Polysyllabic/Spelling:</b> See Year 2 Writing Curriculum</p>	
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WORD READING TERM 2			
Previous Learning	New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.	What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point
<p><b>Previous Learning Year 1</b></p> <p><b>Retrieving</b></p> <ul style="list-style-type: none"> <li>/d/, /ee/, /i/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b> <b>Recognise (new content):</b> /i/, /y/, /oe/, /n/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b> <b>Read (practise):</b> /ee/, /i/, /oe/</p> <p><b>Polysyllabic/Spelling:</b> See Year 2 Writing Curriculum</p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test</li> <li>Termly Alphabet Code</li> <li>Reading Fluency Test</li> </ul> <p><b>Feed forward Year 2 Term 2</b> Recognise (new content):</p> <ul style="list-style-type: none"> <li>/er/, /v/, /m/, /oo/, /n/</li> </ul> <p><b>LTP Yr 2 Knowledge Content</b> <a href="https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true</a></p>

**WORD READING TERM 3**

<p align="center"><b>Previous Learning</b></p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center"><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center"><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>	<p align="center"><b>End Point of Unit</b></p> <p>Assessment of learning at end point</p>
<p><b>Previous Learning Year 1</b></p> <p><b>Retrieving</b></p> <ul style="list-style-type: none"> <li>/oe/, /n/, /er/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b></p> <p><b>Recognise (new content):</b> /er/, /v/, /m/, /oo/, /n/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b></p> <p><b>Read (practise):</b> /n/, /n/, /er/, /v/</p> <p><b>Polysyllabic/Spelling:</b> See Year 2 Writing Curriculum</p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test</li> <li>Termly Alphabet Code</li> <li>Reading Fluency Test</li> </ul> <p><b>Feed forward Year 2 Term 2</b></p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> <li>/er/, /v/, /m/, /oo/, /n/</li> </ul> <p><b>LTP Yr 2 Knowledge Content</b></p> <p><a href="https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true</a></p>

**WORD READING TERM 4**

<p align="center"><b>Previous Learning</b></p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center"><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center"><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>	<p align="center"><b>End Point of Unit</b></p> <p>Assessment of learning at end point</p>
<p><b>Previous Learning Year 1</b></p> <p><b>Retrieving</b></p> <ul style="list-style-type: none"> <li>/v/,/m/,/oo/,/n/,/j/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b></p> <p><b>Recognise (new content):</b> /er/,/v/,/m/,/oo/,/n/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b></p> <p><b>Read (practise):</b> /m/,/oo/,/n/,/j/,/g/</p> <p><b>Polysyllabic/Spelling:</b> <b>See Year 2 Writing Curriculum</b></p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test</li> <li>Termly Alphabet Code</li> <li>Reading Fluency Test</li> </ul> <p><b>Feed forward Year 2 Term 2</b></p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> <li>/m/,/or/,/h/</li> </ul> <p><b>LTP Yr 2 Knowledge Content</b></p> <p><a href="https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true</a></p>

**WORD READING TERM 5**

<p align="center"><b>Previous Learning</b></p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center"><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center"><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>	<p align="center"><b>End Point of Unit</b></p> <p>Assessment of learning at end point</p>
<p><u>Previous Learning Year 1</u></p> <p><b>Retrieving</b></p> <ul style="list-style-type: none"> <li>/g/,/f/,/m/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b></p> <p><b>Recognise (new content):</b> /m/,/or/,/h/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b></p> <p><b>Read (practise):</b> /f/,/m/,/or/</p> <p><b>Polysyllabic/Spelling:</b> See Year 2 Writing Curriculum</p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test</li> <li>Termly Alphabet Code</li> <li>Reading Fluency Test</li> </ul> <p><b>Feed forward Year 2 Term 2</b></p> <p>Recognise (new content):</p> <ul style="list-style-type: none"> <li>/k/,/r/,/t/,/z/,/eer/</li> </ul> <p><b>LTP Yr 2 Knowledge Content</b></p> <p><a href="https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1oW31Az-Ot2fUOeTjnCzjL-SePGa8hNx1/edit?usp=sharing&amp;oid=118342443763641101854&amp;rtpof=true&amp;sd=true</a></p>

**WORD READING TERM 6**

<p align="center"><b>Previous Learning</b></p> <p>Revisiting previous learning to transfer key knowledge to long-term memory.</p>	<p align="center"><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p>	<p align="center"><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>	<p align="center"><b>End Point of Unit</b></p> <p>Assessment of learning at end point</p>
<p><u>Previous Learning Year 1</u></p> <p><b>Retrieving</b></p> <ul style="list-style-type: none"> <li>/or/,/h/,k/,/r/,/t/,/z/,/eer/</li> </ul>	<p><b>You will know:</b></p> <ul style="list-style-type: none"> <li>A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>Word Reading:</b></p> <p><b>Recognise (new content):</b> /k/,/r/,/t/,/z/,/eer/</p>	<p><b>You will know how to:</b></p> <ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme</li> <li>Apply phonic knowledge to decode words</li> <li>Read accurately by blending sounds in unfamiliar words</li> <li>Read common exception words</li> <li>Notice unusual correspondence between spelling and sounds and where they occur in the word</li> <li>Read words of one or more syllable</li> </ul> <p><b>Word Reading:</b></p> <p><b>Read (practise):</b> /h/,/k/,/r/,/t/,/z/,/eer/</p> <p><b>Polysyllabic/Spelling:</b> See Year 2 Writing Curriculum</p>	<p><b>Assessment opportunity for end of unit</b></p> <ul style="list-style-type: none"> <li>Termly Oral Skills Test</li> <li>Termly Alphabet Code</li> <li>Reading Fluency Test</li> <li>To be able to read 90+ words per minute by the end of Year 2</li> </ul> <p><b>Feed forward Year 3 Term 1</b></p> <p><b>We will know:</b></p> <ul style="list-style-type: none"> <li>90+ words per minute</li> <li>Further exception words, noting the unusual correspondences between spellings and sounds (<i>Sounds Write</i>)</li> <li>Read with 91% accuracy</li> <li>Use dictionaries to check the meaning of words they have read</li> <li>Read aloud poems and playscripts showing understanding through appropriate intonation, tone, volume and action</li> <li>Participate in discussion about books taking turns and listening to others' views</li> </ul>

## COMPREHENSION

*Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.*

*The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. **Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.***

*Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.*

**Text selection is critical and this is the key progression in reading throughout KS1. The change from decodable texts to a range of texts that increase in complexity is crucial.**

Choose texts carefully to build up complexity throughout the year (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose). The teaching text should be above their instructional level.

Consider:

- **Opportunities** - does the text provide opportunities to apply the I will know? Are there complimentary extracts to explore this in a different context?
- **Vocabulary** - how suitable is the vocabulary? Is it challenging enough?
- **Sentence structure and text structure** - does this match the PoS? Is it the right level of challenge? What themes and conventions are there?
- **Background knowledge** - what background knowledge will pupils need to understand the text?
- **Enjoyment** - will this text be enjoyable and relevant for the children?

### Skill and Knowledge Content Development

**How they will show and apply their new knowledge & skills**

### End Point of Unit

**Assessment of learning at end point**

**Text purpose:**

***I will know how to Identify / explain key aspects of fiction and non fiction texts***

- The significance of the title and significant events (ie in Sleeping Beauty, why they got married at the end)
- Retell a familiar story/fairy story/traditional tale using key characteristics (ie good vs evil, begins with once upon a time, happened a long time ago, fantasy, royalty, could be magic, problem needs solving, happy ending)
- Discuss the sequence of events in books and how items of information are related
- Recognising simple recurring literary language in stories and poetry
- Explain what has happened so far in what they have read
- Identify and discuss simple conventions in texts including non fiction books that are structured in different ways (such as

- ***I will know how to Identify / explain key aspects of fiction and non fiction texts***
- ***I will know how to retrieve information from a text***
- ***I will know how to use knowledge of vocabulary to understand texts***
- ***I will know how to infer meaning***



the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions)

- Make comparisons between characters, within and across books

**Comprehension strategies: Complexity through text analysis**

***I will know how to retrieve information from a text***

- Retrieve from a range of fiction, non fiction and poetry texts and extracts
- Use simple organisational features such as subheadings and diagrams to identify the section of the text to find the information
- Find key words in the text
- Use contents pages and indexes to locate information
- Ask and answer questions

***I will know how to use knowledge of vocabulary to understand texts***

- Check text makes sense and correct themselves as they read
- Draw on background information / given vocabulary to understand a book
- Discuss and link the meanings of new words to words we already know
- Explain clearly understanding of what has been read to them
- Morphology of simple words - explicitly breaking down the word part (e.g. pre-fixes)
- Clues from the text - how we can work out an unfamiliar word using the words around it in context

***I will know how to infer meaning from a text***

*NB inference is less a skill you can teach (although you need to explicitly model the processes) and more about being aware of whether or not you are understanding what you have read, connect ideas together and to have a wide vocabulary and general knowledge*

- Build background knowledge - read and explore a wide range of the context
- Combine what you have read with what you know (own prior knowledge of the world and also knowledge of texts and how they work) to fill in the gaps
- You can infer something which you have not directly read (*ie if a character is crying, they are sad*)
- Identify the key words and make simple inferences on the basis of what is said and done
- Make simple predictions on what may happen next based on what has happened so far
- Link what you have read to your own experiences

*from a text*

**Text Complexity: Yr 2 SATS Papers**

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## READING INTO WRITING

*There are inherent links between reading and writing. Through reading a range of authentic texts, pupils explore different conventions and develop a wider vocabulary. Meaningful opportunities to discuss as a reader support the pupils to make similar choices as a writer and builds their understanding of what their text should look like. Teachers will start the writing learning rooted in the reading, exploring and discussing examples before creating their own.*

### Skill and Knowledge Content Development

How they will show and apply their new knowledge & skills

### End Point of Unit

Assessment of learning at end point

***I will know how writers make deliberate choices to impact the reader:***

- Coherent narratives about personal experiences and those of others (real or fictional)
- Appropriate form for audience and purpose using some conventions of text (*eg greeting in letters, a diary written in the first person or the use of presentational devices eg numbering and headings in instructions*)
- Describe settings and characters
- Vocabulary appropriate to the text written
- Past / present tense consistent

See Writing Programmes of Study End Points

## READING FOR PLEASURE/BREADTH & DEPTH OF OPPORTUNITY

*Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so. **Pupils should be reading widely and frequently, outside as well as in school, for pleasure and information.***

*Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*

*The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.*

*Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.*

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### **Reading for pleasure**

- Select books (exercising choice)
- Show positive attitudes to reading
- Read silently and aloud
- Listening to books they cannot read for themselves
- Recommend books I have read, giving reasons
- Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books or textbooks
- Know by heart and recite a range of poems and rhymes by heart
- Retell a familiar story/fairy story/traditional tale using key characteristics including cause and effect (*ie good vs evil, begins with once upon a time, happened a long time ago, fantasy, royalty, could be magic, problem needs solving, happy ending*)
- Participate in discussions about books (read to me and ones I have read myself), with explanations and asking questions, taking turns and listening to what others say
- Discuss favourite words and phrases

### **Breadth and depth of opportunity:**

- Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.
- 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
- Understand a non-fiction they cannot read themselves

### **Poetry:**

- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- 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