

	Year group: Year 2	Term: Autumn
	<i>(Objectives from NC/ELG/Development matters)</i> Pupils should be taught to: ♣ 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 ♣ re-read these books to build up their fluency and confidence in word reading. Pupils should be taught to: ♣ 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 ♣ re-read these books to build up their fluency and confidence in word reading.	

Prior learning	Future learning
Children will have participated in the National Phonics Screening Check. Children will be able to draw upon what they already know, background information and vocabulary provided to assign meaning and their own thoughts to a text.	Children are able to keep to a topic when having a conversation with someone. Children understand the use of the front cover alongside other features within the book.

What pupils need to know or do to be secure			
Key knowledge and skills			
Decoding	Reading Comprehension	The Reader	Speaking and Listening
Can continue to apply phonetic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Can read accurately by blending the sounds in words that contain the graphemes taught especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables. Read words containing common suffixes.	Answer and ask questions relating to a book. Explain and discuss their understanding of books. Listen to and discuss a wide range of texts and genres. Discuss and clarify unknown word meanings. Can locate specific information on a given page in response to a direct questions. Can sequence events in a text.	Can distinguish between fact and fiction. Recall books written by the same author.	Can say a sentence they want to write with no mistakes. Avoids using the term erm in fluent speech. Copies others' language and begins to be aware of current peer language Understands conversational rules: e.g. Looks at listener to judge feedback. Gives more detail if needed.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

Communication and Interaction Passwords on doors Reading cafes SEN cafes SEN library bus Flashcards Mixed year group reading opportunities (e.g Y1 reading to Reception) Sharing books with peers Access to teacher books and sharing books that have already been read in their own way. Sound tubs.	Cognition and Learning 1:1 intervention Lessons relevant to learning level Decodable books sent home linking to the learning for that week. Sound mats Sounds displayed in the classroom to access.
Social, Emotional and Mental health Achievements linking to Thinkosaur, tryosaur - Growth Mindset Reading a story that they enjoy in their own way to their peers at the end of the day.	Sensory and Physical Writing in sand Writing in Glitter Writing on top of paint bags Chalk writing on pavements/walls Large A4 flashcards Magnetic letters

