

	<i>Year group: Year 2</i>	<i>Term: Spring</i>
	<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 understand the conversational rules, looking and listening. They are having informed discussions about the books that they have read. Children are able to locate specific information within a book. Children are reading aloud accurately using routes to decode if required.	Children will begin to experiment with their talking style depending on who they are talking to. Reading independently and as a choice for reading for pleasure of their own selection.

What pupils need to know or do to be secure			
Key knowledge and skills			
Decoding	Reading Comprehension	The Reader	Speaking and Listening
Read most words quickly and accurately without overt sounding out. Check that the text makes sense and correct any inaccurate reading. Can use syllables to read unknown polysyllabic words including knowledge of prefixes and suffixes. e.g. un-important-ant	Be introduced to non-fiction books that are structured in different ways. Can locate some specific information e.g. key events, characters names or key information from a piece of text.	Can use the front cover and book title as well as illustrations to make informed choices for reading. Understands the use of speech marks, speech bubbles and commas. Can demonstrate how to use an information book to locate and identify specific information.	Keeps to a topic but easily prompted to move on if it takes over. Listens to key information and makes relevant, related comments: Speech is clear, uses words with three sounds together or words with lots of syllables: e.g. splash or string; rhinoceros or identical. • Uses regular and unusual word endings: • e.g. walked or fell.

			• Uses complex grammar and sentences to clarify, summarise, explain and plan
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Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i> 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.	<i>Cognition and Learning</i> 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.
<i>Social, Emotional and Mental health</i> 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.	<i>Sensory and Physical</i> Writing in sand Writing in Glitter Writing on top of paint bags Chalk writing on pavements/walls Large A4 flashcards Magnetic letters

