

	Year group: Year 2	Term: Summer
	<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 are able to navigate all aspects of a book (with particular emphasis on fiction and non-fiction) and understand the books key features. Children are reading quickly and mostly on sight with accuracy without overt sounding out.	Reading becomes an activity that the children seek in their own time for enjoyment and future learning.

What pupils need to know or do to be secure			
Key knowledge and skills			
Decoding	Reading Comprehension	The Reader	Speaking and Listening
To read confidently and on sight. Can read independently using a range of strategies appropriately to establish meaning.	Listen to a variety of traditional and contemporary poetry, stories and non-fiction that is at a level beyond them. Can summarise and explain main points in a text, referring back to the text to support this.	Can read Y1 & Y2 Common exception words. Can read with intonation using punctuation as an indicator to read fluently and with expression. Compare similarities and differences between books in terms of character, setting and themes. Can begin to express preferences in genres and authors.	• Uses and experiments with different styles of talking with different people. Uses formal language when appropriate in some familiar situations: Uses tone of voice, stress on words and gestures naturally to add meaning.

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