



Leechpool Primary School
Long Term Reading Plan
Year 2



Year 2						
	Autumn 1		Autumn 2		Spring 1	
Group reading	Focus: Word reading	Core texts: Children read appropriate book banded books	Focus: Word reading	Core texts: Children read appropriate book banded books	Focus: Word reading	Core texts: Children read appropriate book banded books
Whole class reading	Focus: Prediction, Retrieval, Summarising,	Core texts: Journey, Where the Poppies Now Grow, Flo of the Somme, Beaver Towers	Focus: Inference, Text structure, Word meaning	Core texts: Lost and found, The emperor's egg, The penguin who wanted to find out	Focus: Performing, Word meaning, Summarising	Core texts: Counting Lions, The Butterfly Lion,
Phonics	Tricky words: today, says, said, where, there, who, they, love, come, some, friend, one, once, school, house, our Sounds: (ee) - ey, y, ie, (S) - c, se, ce, (j) - g, ge, dge, (n) - kn, gn, nn		Tricky words: because, every, everybody, after, people, door, poor, find, mind, child, children, wild, most, both, cold, hold Sounds: (l) - le, el, al, recap of sounds from Autumn 1		Tricky words: are, our, your, could should, would, only, most, pretty, beautiful Sounds: (u) - o, a, or, Words more than 2 or more syllables, (plurals) - es, y, ies, (suffixes) - ed, ing, er, est, y	
	Spring 2		Summer 1		Summer 2	
Group reading	Focus: Word reading	Core texts: Children read appropriate book banded books	Focus: Word reading	Core texts: Children read appropriate book banded books	Focus: Word reading	Core texts: Children read appropriate book banded
Whole class reading	Focus: Prediction, Retrieval, Text structure	Core texts: The little hen and the great war, Space Penguins, See inside The First World War	Focus: Performing, Themes, Inference	Core texts: The Creekers, Shackleton's Journey	Focus: Themes, Inference, Word meaning	Core texts: The Jungle Book, Nelson Mandela Long walk to Freedom
Phonics	Tricky words: can't, don't, half, last, after, father, push, pull, full, put Sounds: (suffixes) - ment, ness, ful, less, ly, (contractions), (homophones)		Tricky words: Review common exception words Sounds: (ee) - ey, y, ie, (S) - c, se, ce, (j) - g, ge, dge, (n) - kn, gn, nn		Tricky words: Review common exception words Sounds: (l) - le, el, al, (or) - a, ar, ore, (sh) - s, ti, ci, (r) - wr, ph, wh, (u) - o, a, or,	



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Word recognition

- Apply their growing knowledge of root words, prefixes and suffixes. Both to read aloud and to understand the meaning of new words they meet.
 - Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.
- Begin to accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding.
- Read silently.

Understanding the themes, conventions and content of texts

- Increase familiarity with a wide range of books including fairy stories, fables and folk tales and retell some of these orally.
- Identify themes and conventions in a wide range of books.

Performing

- Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear
- Perform poetry individually or together; speak audibly and clearly

Navigating texts

- Locate page showing specific information in fiction and no-fiction
- Scan a short section of text for a key word

Engaging in a range of reading

- Regularly listen to, discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks at a level beyond those they might not choose themselves.
- Read for a range of purposes.
- Make personal reading choices and explain reasons for these.
- Recommend books that they have read to their peers (making links to personal reading choices and reasons for these).
- Appraise non-fiction texts to evaluate their usefulness.

Understanding the text

- Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher
- Use active reading strategies including: checking that the text makes sense to them as they read; correcting inaccurate reading
- Answer literal, inferential and evaluative comprehension questions
- Participate in discussion about books, poems and other works that are read to them and those that they can read themselves, take turns and listen to what other 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

Understanding the structure of texts

- Be introduced to non-fiction books that are structured in different ways
- Identify non-fiction features that support the structure
- Discuss the sequence of events in books and how items of information are related
- Recognise the structure and patterns of some simple forms of poetry

Using inference and making predictions

- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Make predictions based on knowledge of typical settings and what is likely to happen in them

Understanding word meanings and use of language

- Discuss and clarify word meanings, linking new meanings to those already known
- Use picture dictionaries to check the meanings of words
- Use morphology to work out the meaning of unfamiliar words
- Discuss favourite words and phrases in poems and stories.

Summarising

- Identify main ideas of a text