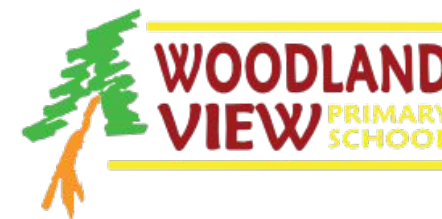




# Year 2 Reading Medium Term Plan



	Theme	Genre	NC Learning Objectives	VIPERS Skills Coverage	VIPERS Skills Taught
Aut 1	Unity in the Community	<b>Familiar Texts</b> <i>-The Smeds and The Smoos</i>	<ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of contemporary poetry at a level beyond that at which they can read independently</li> <li>○ discussing the sequence of events in books</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	→ VIPER	<b>Retrieval Focus</b> <ul style="list-style-type: none"> <li>● Independently read and answer simple questions about what they have just read</li> <li>● Asking and answer retrieval questions</li> <li>● Identify the key words in a question</li> <li>● Retrieve information using keywords</li> <li>● Draw on previously taught knowledge</li> <li>● Remember significant events and key information about the text that they have read</li> </ul> <b>Prediction Focus</b> <ul style="list-style-type: none"> <li>● Predict what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>● Make sensible predictions using their own knowledge as well as what has happened so far</li> <li>● Give explanations for their predictions</li> </ul>
		<b>Instructions &amp; Poetry</b> <i>-We're Going on a Bear Hunt</i>	<ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of contemporary poetry at a level beyond that at which they can read independently</li> <li>○ recognising simple recurring literary language in stories and poetry</li> <li>○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	→ VPERS	
		<b>Non-fiction - Communities</b>	<ul style="list-style-type: none"> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	→ VER	



Aut 2	Zero to Hero	<b>Information Text &amp; Biography</b> David Attenborough	<ul style="list-style-type: none"><li>listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently</li><li>discussing how items of information are related</li><li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li></ul>	→ VIER	<b>Inference Focus</b> <ul style="list-style-type: none"><li>Make inferences about characters' feelings using what they say and do.</li><li>Infer basic points and begin, with support, to pick up on subtle references.</li><li>Ask and answer questions about a story- including some simple inference questions based on a character's thoughts and feelings</li><li>Use pictures or words to make inferences</li></ul> <b>Explain Focus</b> <ul style="list-style-type: none"><li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li><li>Express their own views about a book or poem</li><li>Discuss some similarities between books</li><li>Listen to the opinions of others</li></ul>
		<b>Phonics</b>	<i>See on-going RWI phonics objective plan</i>	→ VE	
		<b>Writing a Letter</b> (to Santa)	<ul style="list-style-type: none"><li>listening to, discussing and expressing views</li></ul>	→ V	



Spr 1	International Media Station	<b>Fiction story</b> <i>Fantastic Mr Fox</i> -Weeks 1,2, 4	<ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of contemporary stories at a level beyond that at which they can read independently</li> <li>○ discussing the sequence of events in books</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	→ VIPERS	<b>Retrieval Focus</b> <ul style="list-style-type: none"> <li>● Independently read and answer simple questions about what they have just read</li> <li>● Asking and answer retrieval questions</li> <li>● Identify the key words in a question</li> <li>● Retrieve information using key words</li> <li>● Draw on previously taught knowledge</li> <li>● Remember significant events and key information about the text that they have read</li> </ul>
		<b>Poetry</b> (Acrostic poem) Week 3	<ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently</li> <li>○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	→ VE	<b>Vocabulary - ongoing:</b> <ul style="list-style-type: none"> <li>● Discuss and clarify the meanings of words</li> <li>● Link new meanings to known vocabulary</li> <li>● Discuss their favourite words and phrases</li> <li>● Recognise some recurring language in stories and poems</li> </ul>
Spr 2	Paddington's Passport	<b>Lists and Labels &amp; Fiction stories</b> Variety of <i>Paddington Bear stories</i>	<ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of classic stories at a level beyond that at which they can read independently</li> <li>○ discussing the sequence of events in books</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	→ VIPERS	<b>Inference Focus</b> <ul style="list-style-type: none"> <li>● Make inferences about characters' feelings using what they say and do.</li> <li>● Infer basic points and begin, with support, to pick up on subtle references.</li> <li>● Ask and answer questions about story- including some simple inference questions based on a character's thoughts and feelings</li> <li>● Use pictures or words to make inferences</li> </ul>
		<b>Adventure story</b>	<ul style="list-style-type: none"> <li>○ discussing the sequence of events in books</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	→ VIPES	<b>Sequence Focus</b> <ul style="list-style-type: none"> <li>● Recall main events/ideas from a text</li> <li>● Discuss the sequence of events in books and how items of information are related</li> <li>● Retell a story using a wider variety of story language</li> <li>● Order events from the text</li> <li>● Begin to discuss how events are linked focusing on the main content of the story</li> </ul>



Sum 1	Happy Families	<b>Fiction story</b> <i>The Queen's Nose</i> <ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of classic stories at a level beyond that at which they can read independently</li> <li>○ discussing the sequence of events in books</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	→ VIPERS	<b>Retrieval Focus</b> <ul style="list-style-type: none"> <li>● Independently read and answer simple questions about what they have just read</li> <li>● Asking and answer retrieval questions</li> <li>● Identify the key words in a question</li> <li>● Retrieve information using key words</li> <li>● Draw on previously taught knowledge</li> <li>● Remember significant events and key information about the text that they have read</li> </ul> <b>Inference Focus</b> <ul style="list-style-type: none"> <li>● Make inferences about characters' feelings using what they say and do.</li> <li>● Infer basic points and begin, with support, to pick up on subtle references.</li> <li>● Ask and answer questions about a story- including some simple inference questions based on a character's thoughts and feelings</li> <li>● Use pictures or words to make inferences</li> </ul>
		<b>Newspaper Report &amp; Road safety poster</b> <ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>○ discussing how items of information are related</li> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	→ VIER	
		<b>GPS/ SATs revision</b> <i>Ongoing reading objectives with a focus on reading questions and comprehension of tasks.</i>	→ VIPERS	
		<b>Biography</b> <i>Queen Elizabeth II</i> <ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>○ discussing how items of information are related</li> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	→ VIPER	



# Page 5 YEAR 2 Reading Medium Term Plan

Sum 2	Light Up the World	<b>Diary entry</b>	<ul style="list-style-type: none"><li>○ listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently</li><li>○ discussing how items of information are related</li><li>○ being introduced to non-fiction books that are structured in different ways</li></ul>	→ VIPERS	<b>Review- VIPERS</b> Ensure all VIPERS skills have been covered and revisited as necessary Review and revise key reading skills that are areas of weakness for the cohort.
		<b>Story writing</b>	<ul style="list-style-type: none"><li>○ discussing the sequence of events in books</li><li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li></ul>	→ VES	
		<b>Fiction stories</b> <i>Owl Babies</i> & <i>The Owl Who was Afraid of the Dark</i>	<ul style="list-style-type: none"><li>○ listening to, discussing and expressing views about a wide range of classic stories at a level beyond that at which they can read independently</li><li>○ discussing the sequence of events in books</li><li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>○ recognising simple recurring literary language in stories and poetry</li><li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li></ul>	→ VIPERS	



**YEAR 2 National Curriculum Objectives- READING**

**Reading - Word Reading**

Ongoing NC Objectives covered throughout

- 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
- reread these books to build up their fluency and confidence in word reading

**Reading - Comprehension**

Ongoing NC Objectives covered throughout

- develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- 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

**Ongoing RWI Phonics Objectives**

See separate *Read Write Inc* National Curriculum objectives planning grid for reading and spoken language coverage.