



Banks Lane Infant & Nursery English Curriculum (Reading)



Intention

English (reading, writing, speaking and listening) helps us to connect with our world and to find out more about it. It increases our power of thought and communication as well as the ability to express ourselves through words.

**Collaboration | Effort | Excellence | Respect
And that we can make a difference**

Reading Experiences & Opportunities (Cultural Capital)

Reading Fortnight
Reading Rocks activity
Creative celebrations of World Book Day (e.g. Book in a Box)
Tales Toolkit
Scholastic Book Fair
Author Visits
Creation of whole class books with a local author
Librarian Visits
Poetry Day Assembly
Daily story time
Story Club

Quality texts used in English lessons
DEAL approaches to explore books/ texts
Year 2 meeting their KS2 reading buddies (Yr. 2/ 3 transition)
School library
New books or authors shared in class assemblies

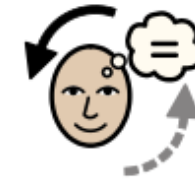
Key Concepts Within Reading



1. **Fluency**-reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).
2. **Decoding and Blending**-decoding is recognising that each letter makes a specific sound, and blending is putting those sounds together to read the word.
3. **Comprehension**-understanding, interpreting and processing what we have read in order to form conclusions.
4. **Vocabulary**-refers to the knowledge of words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships).
5. **Sound-Letter Knowledge**-letter-sound knowledge is knowledge of the letters or groups of letters which represent the individual speech sounds in language.
6. **Communication**-communication is the transformation of thoughts and words into meaningful action.
7. **Meaning**-"Reading for meaning" means students focus on discussing and understanding what they are reading, not just pronouncing the words correctly. Adults can help children "read for meaning" by asking two main types of questions – literal and inferential.



fluency



decoding



blending



comprehension



vocabulary



sound-letter
knowledge



communication



meaning



EY Overview of Progression

Educational Programme-EYFS Framework

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Development Matters - Nursery

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.

Development Matters - Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Early Learning Goals

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Autumn 1

Text: The Colour Monster, Jack and the Flum Flum Tree

Phonics: baseline
s, a, t, p, i, n,

Autumn 2

Text: The Naughty Bus, The Paper Dolls, Stickman

Phonics;
Phase 2; m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z

Non-decodable words
Read: (Set 1)

Spring 1

Text: Max, Juniper Jupiter

Phase 2;
zz, qu, ch, sh, th, ng, nk
Phase 3;
ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters, longer words, words with two

Spring 2

Text: How to Catch a Rainbow

Phase 4;
Short vowels with adjacent consonants
• CVCC CCVC CCVCC CCCVC CCCVCC
• longer words and compound words

Summer 1

Text: The Night Pirates

Phase 4;
Phase 3 long vowel graphemes with adjacent consonants
• CVCC CCVC CCCVC CCV CCVCC
• words ending in suffixes:

Summer 2

Text: Whatever Next! The Way Back Home











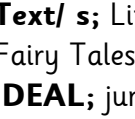




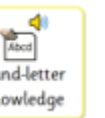


Phase 5;
/ai/ ay play
/ow/ ou cloud
/oi/ oy toy
/ea/ ea each



	<p>the to no go I</p>	<p>or more digraphs, words ending in –ing, compound words</p> <ul style="list-style-type: none"> • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end <p>Non-decodable words Read: (Set 2) he, she, we, me, be, was, my</p> <p>Non-decodable words Write: (Set 1) the, to, no, go, I</p>	<ul style="list-style-type: none"> • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>Non-decodable words Read: (Set 3) you, they, all, are, her</p> <p>Non-decodable words Write: (Set 2) he, she, we, me, be, was, my</p>	<p>–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</p> <p>Non-decodable words Read: (Set 4) said, have, like, so, do, some, come</p> <p>Non-decodable words Write: (Set 3) you, they, all, are, her</p>	<p>Non-decodable words Read: (Set 5) were, there, little, one, when, out, what</p> <p>Non-decodable words Write: (Set 4) said, have, like, so, do, some, come</p>
<p>Narrative Immersion/ Magic Story Box:</p>					
<p>Text: The Colour Monster, Jack & the Flumflum Tree Magic Story Box routine Key vocab: effort, respect, health & well-being, cure, collaboration occupation, emergency, responsibility, preparation, journey, problem, solution, collaboration</p>	<p>Text: The Naughty Bus, The Paper Dolls, Stickman Magic Story Box routine Key vocab: community, belonging, investigate, empathy, habitat, protect, imagination, explore</p>	<p>Text: Max, Juniper Jupiter Magic Story Box routine Key vocab:</p>	<p>Text: How to Catch a Rainbow Magic Story Box routine Key vocab:</p>	<p>Text: The Night Pirates Magic Story Box routine Key vocab: stealthy, imagination, adventure, ocean, setting, treasure, island</p>	<p>Text: Whatever Next! The Way Back Home Magic Story Box routine Key vocab:</p>

Year 1	Reading; Word Reading	Reading; Comprehension	Vocabulary
<p>1:1 Big Question: How did the dinosaurs leave their mark on the world? What will your Year 1 footprint look like? Topic: The Land before Time Theme: Forever changing Book: Katie And the Dinosaurs</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> fluency</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> decoding</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> blending</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> vocabulary</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> sound-letter knowledge</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> communication</div> </div> <p>Daily Phonics Lesson; Review Phase 3 and 4; ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end Review Phase 5; /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Non-decodable words (Phase 2): The, to, no, go, I Non-decodable words (Phase 3): He, she, we, me, be, was, you, they, all, are, my, her</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> comprehension</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> vocabulary</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> communication</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> meaning</div> </div> <p>Text/ s; Katie And the Dinosaurs</p> <p>DEAL; teacher in role, conscience alley, placing the prop, guided tour Whole Class Reading; recognising and joining in with predictable phrases Group Teaching of Reading; 1a: Draw on knowledge of vocabulary to understand texts, 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information, 1c: Identify and explain the sequence of events in texts, 1d: Make inferences from the text, 1e: Predict what might happen on the basis of what has been read so far. <i>(Teachers to identify which Reading Domain they are focussing on in their Group Reading Record for each session)</i></p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> vocabulary</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> decoding</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> blending</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> sound-letter knowledge</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> communication</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> meaning</div> </div> <p>Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, sound, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense</p> <p>Dinosaur names, pre-historic, carnivore, omnivore, herbivore, hunt, museum, history, past, long ago, Wood, tree, home, animal, Gruffalo, mouse, owl, snake, fox, topic, woodlands, plants</p>

	<p>Whole Class Reading; reread books to build up their fluency and confidence in word reading.</p> <p>Group Teaching of Reading; group reading and independent reading of book banded books and phonic reading books that are consistent to their developing phonic knowledge</p> <p>Phonics Play, Phonics Bloom; online games</p>		
<p>1:2 Big Question: How do we all help each other? Topic: Into the Woods Theme: Respect Book: It Starts with A Seed, The Tree, The Gruffalo</p>	<div data-bbox="371 544 864 810"> </div> <p>Daily Phonics Lesson; Phase 5; /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these</p>	<div data-bbox="965 544 1529 663"> </div> <p>Text/ s; It Starts with A Seed, The Tree, The Gruffalo</p> <p>DEAL; jumping into the picture-what can you see in the woods? Reading the picture, Magic Microphone, freeze frames of each character's scene in the book, what are they saying? Woodland Play Area, retelling The Gruffalo using puppets, toys</p> <p>Whole Class Reading; recognising and joining in with predictable phrases</p> <p>Group Teaching of Reading; 1a: Draw on knowledge of vocabulary to understand texts, 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information, 1c: Identify and explain the sequence of events in texts, 1d: Make inferences from the text, 1e: Predict what might happen on</p>	<div data-bbox="1554 544 2119 798"> </div> <p>Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense, letter (to someone)</p> <p>Wood, tree, home, animal, Gruffalo, mouse, owl, snake, fox, topic, woodlands, plants</p>

	<p>/oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Non-decodable words (Phase 4): said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>Days of the week</p> <p>Whole Class Reading; reread books to build up their fluency and confidence in word reading.</p> <p>Group Teaching of Reading; group reading and independent reading of book banded books and phonic reading books that are consistent to their developing phonic knowledge</p> <p>Phonics Play, Phonics Bloom; online games</p>	<p>the basis of what has been read so far. (Teachers to identify which Reading Domain they are focussing on in their Group Reading Record for each session)</p>	
<p>2:1 Big Question: What can we learn from fairy tales? Topic: Once Upon A Time Theme: Actions/consequences/right and wrong/keeping safe Book: Little Red Riding</p>	<p>Phase 5;</p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p>      	<p>Text/ s; Little Red Riding Hood & Various Fairy Tales</p> <p>DEAL; jumping into the picture, child in role, speech of characters, freeze frames, magic microphone, character descriptions</p> <p>Play Area, fairyland castle, dressing up and retelling traditional stories, child in role</p> <p>Whole Class Reading; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics,</p>      	<p>Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense, guide, fact, timetable</p>      

Hood & Various Fairy Tales

/l/ le al apple metal
 /s/ c ice
 /v/ ve give
 /u/ o-e o ou some mother young
 /z/ se cheese
 /s/ se ce mouse fence
 /ee/ ey donkey
 /oo/ ui ou fruit soup
 Non-decodable words (Phase 5):
 Oh, their, people, Mr, Mrs, looked, called, asked, could
 CEW; of, is, his, has, says, today
 your, by, here, there, where, love
Whole Class Reading; reread books to build up their fluency and confidence in word reading.
Group Teaching of Reading; group reading and independent reading of book banded books and phonic reading books that are consistent to their developing phonic knowledge
 Phonics Play, Phonics Bloom; online games

recognising and joining in with predictable phrases, participate in discussion about what is read to them, taking turns and listening to what others say.
Group Teaching of Reading; see Term 1.1

Fairy-tale, traditional tale, once upon a time, beginning, build up, problem, solution, conclusion, story mountain, character names, personality, behaviour, appearance

2:2 Big Question: What makes a good leader? Topic: Marvellous Monarchs Theme: Fairness/British Values



Phase 5;
 /ur/ or word
 /oo/ u oul awful could
 /air/ are share



Text/ s; Teeny Weeny Queenie
DEAL; jumping into the picture, child in role, speech of characters, freeze frames, magic microphone, character descriptions
 Play Area, castles, dressing up and retelling traditional stories, child in role



Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing

Book: Teeny Weeny Queenie

/or/ au aur oor al author dinosaur floor walk
 /ch/ tch ture match adventure
 /ar/ al a half* father*
 /or/ a water
 schwa in longer words: different
 /o/ a want
 /air/ ear ere bear there
 /ur/ ear learn
 /r/ wr wrist
 /s/ st sc whistle science
 /c/ ch school
 /sh/ ch chef
 /z/ ze freeze
 schwa at the end of words: actor
 CEW; once, pull, full, house, our
 ask, friend, school, put, push

Whole Class Reading; reread books to build up their fluency and confidence in word reading.

Group Teaching of Reading; group reading and independent reading of book banded books and phonic reading books that are consistent to their developing phonic knowledge
 Phonics Play, Phonics Bloom; online games

Whole Class Reading; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, recognising and joining in with predictable phrases, participate in discussion about what is read to them, taking turns and listening to what others say.

Group Teaching of Reading; see Term 1.1

direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense

Monarch, monarchy, Queen, King, royal, regal, tradition, hereditary

3.1
Big Question:
What makes a house a home?
Topic: There's No Place Like Home

Text/ s; On the Way Home, The House That Once Was

<p>Theme: Belonging/special people/diversity Book: On the Way Home, The House That Once Was</p>	<p>Phase 5; /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Revision of Phase Words and CEW Whole Class Reading; reread books to build up their fluency and confidence in word reading. Group Teaching of Reading; group reading and independent reading of book banded books and phonic reading books that are consistent to their developing phonic knowledge Phonics Play, Phonics Bloom; online games</p>	<p>DEAL; teacher in role, guided tour, role on the wall, placing the prop, freeze frames Whole Class Reading; listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read, being encouraged to link what they read or hear read to their own experiences, predicting what might happen on the basis of what has been read so far, participate in discussion about what is read to them, taking turns and listening to what others say, explain clearly their understanding of what is read to them. Group Teaching of Reading; see Term 1.1</p>	<p>Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense, explain, understand</p> <p>House, home, apartment, flat, bungalow, tower block, detached, semi-detached, terraced, habitat</p>
<p>3:2 Big Question: Do we have a responsibility to help future generations?</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> fluency</div> <div style="text-align: center;"> decoding</div> <div style="text-align: center;"> blending</div> <div style="text-align: center;"> vocabulary</div> <div style="text-align: center;"> sound-letter knowledge</div> <div style="text-align: center;"> communication</div> </div> <p>June: Phonics Screening Check</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> comprehension</div> <div style="text-align: center;"> vocabulary</div> <div style="text-align: center;"> communication</div> <div style="text-align: center;"> meaning</div> </div> <p>Text/ s; Bog Baby DEAL; jumping into the picture; what can you see, hear smell in Bluebell Woods,</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> vocabulary</div> <div style="text-align: center;"> decoding</div> <div style="text-align: center;"> blending</div> <div style="text-align: center;"> sound-letter knowledge</div> <div style="text-align: center;"> communication</div> <div style="text-align: center;"> meaning</div> </div> <p>Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme,</p>



<p>Topic: What a wonderful world! Theme: Responsibility/ flourishing Book: Bog Baby</p>	<p>Revision of any issues brought up from the Phonics Screening Check</p> <p>Prefix un</p> <p>Revision of Phase Words and CEW</p> <p>Whole Class Reading; reread books to build up their fluency and confidence in word reading.</p> <p>Group Teaching of Reading; group reading and independent reading of book banded books and phonic reading books that are consistent to their developing phonic knowledge</p> <p>Phonics Play, Phonics Bloom; online games</p>	<p>child in role, teacher in role, conscience alley</p> <p>Play Area, recycling centre, signs, child in role, lists</p> <p>Whole Class Reading; listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read, being encouraged to link what they read or hear read to their own experiences, predicting what might happen on the basis of what has been read so far, participate in discussion about what is read to them, taking turns and listening to what others say, explain clearly their understanding of what is read to them.</p> <p>Group Teaching of Reading; see Term 1.1</p>	<p>grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense, explain, understand</p> <p>Bog Baby, environment, protect, environmental, green, reuse, recycle, recycling, biodegrade, earth, seas, oceans, refuse, recycling centre, rubbish, waste, plastic, wood, cardboard, metal, materials</p>
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Banks Lane Infant & Nursery School | Year 1 Reading End Points

Reading	Word Reading	Comprehension
Year One	<ul style="list-style-type: none">➤ Apply phonic knowledge and skills as the route to decode words.➤ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.➤ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.➤ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.➤ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.➤ Read other words of more than one syllable that contain taught GPCs.➤ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).➤ Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.➤ Reread these books to build up their fluency and confidence in word reading.	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">➤ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read➤ being encouraged to link what they read or hear read to their own experiences.➤ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.➤ recognising and joining in with predictable phrases.➤ learning to appreciate rhymes and poems, and to recite some by heart.➤ discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none">➤ 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.➤ discussing the significance of the title and events.➤ making inferences on the basis of what is being said and done.➤ predicting what might happen on the basis of what has been read so far.➤ Participate in discussion about what is read to them, taking turns and listening to what others say.➤ Explain clearly their understanding of what is read to them.



Children working below ARE

Children exceeding ARE

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Banks Lane Infant & Nursery School | Year 1 Reading Assessment

Year 1 Reading	Word Reading		Comprehension
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:		
Name	Apply phonic knowledge and skills as the route to decode words.	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Read other words of more than one syllable that contain taught GPCs.	
	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	
	Reread these books to build up their fluency and confidence in word reading.	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read	
	being encouraged to link what they read or hear read to their own experiences.	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	
	recognising and joining in with predictable phrases.	learning to appreciate rhymes and poems, and to recite some by heart.	
	discussing word meanings, linking new meanings to those already known.	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.	discussing the significance of the title and events.	
	making inferences on the basis of what is being said and done.	predicting what might happen on the basis of what has been read so far.	
	participate in discussion about what is read to them, taking turns and listening to what others say.	participate in discussion about what is read to them.	

Year 2	Reading; Word Reading	Reading; Comprehension	Vocabulary
<p>1:1 Big Question: Are mistakes always a bad thing? Topic: London's Burning Theme: Learning from the past Book: Vlad, Katie In London</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> fluency</div> <div style="text-align: center;"> decoding</div> <div style="text-align: center;"> blending</div> <div style="text-align: center;"> vocabulary</div> <div style="text-align: center;"> sound-letter knowledge</div> <div style="text-align: center;"> communication</div> </div> <p>Review of Year 1 common exception words; assessment of reading and spelling of Yr1 CEW and Phase Words. The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words, the sounds /r/ spelt 'wr' at the beginning of words, the sound /s/ spelt 'c' before e, i and y, the sound /j/ spelt with '-dge' and '-ge' at the end of words, the sound /j/ often spelt with g before e, i and y, the sound /j/ always spelt with 'j' before , o and u Year 2 CEW; door, floor, poor, because, find, kind, mind, behind Whole Class Reading; 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</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> comprehension</div> <div style="text-align: center;"> vocabulary</div> <div style="text-align: center;"> communication</div> <div style="text-align: center;"> meaning</div> </div> <p>Text/ s; Vlad, Katie In London DEAL; Role on the wall, teacher in role, child in role, reading the picture, magic microphone, map making, collective drawing Whole Class Reading; listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, 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 Group Teaching of Reading; 1a: Draw on knowledge of vocabulary to understand texts, 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information, 1c: Identify and explain the sequence of events in texts, 1d: Make inferences from the text, 1e: Predict what might happen on the basis of what has been read so far. (<i>Teachers</i></p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> vocabulary</div> <div style="text-align: center;"> decoding</div> <div style="text-align: center;"> blending</div> <div style="text-align: center;"> sound-letter knowledge</div> <div style="text-align: center;"> communication</div> <div style="text-align: center;"> meaning</div> </div> <p>Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense, explain, understand, spelling Mistake, error, flammable, destroy, ruin, remembrance, source, originate</p>

	<p>up their fluency and confidence in word reading</p> <p>Group Teaching of Reading; group reading and independent reading of book banded books, read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Online reading games; ICT Games, Topmarks, BBC Bitesize</p>	<p><i>to identify which Reading Domain they are focussing on in their Group Reading Record for each session)</i></p>	
<p>1:2</p> <p>Big Question: A Victorian: more challenging than yours?</p> <p>Topic: What the Dickens?</p> <p>Theme: Differences and changes over time</p> <p>Book: Chimney Charlie, Oliver Twist</p>	<div data-bbox="483 619 976 887"> </div> <p>The sound /l/ spelt with 'le' at the end of words, the sound /l/ spelt with 'el' at the end of words, the sound /l/ spelt with 'il' and 'al' at the end of words, the sound /igh/ spelt with 'y' at the end of words, adding -ies to nouns and verbs ending in -y</p> <p>Year 2 CEW;</p> <ul style="list-style-type: none"> • child, children, wild, climb, most, only, both • could, should, would, who, whole, any, many, clothes, busy <p>Whole Class Reading; read aloud books closely matched to their improving</p>	<div data-bbox="1043 619 1581 743"> </div> <p>Text/ s; Chimney Charlie, Oliver Twist</p> <p>DEAL; Role on the wall, jumping into the picture, child in role, reading the picture, magic microphone</p> <p>Whole Class Reading; listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, 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, making inferences on the basis of what is being said and done, answering and asking questions, discussing and</p>	<div data-bbox="1603 619 2141 871"> </div> <p>Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense, explain, understand, spelling, noun, verb, root word</p> <p>Queen Victoria, Victorian times, royal family, royalty, throne, prince, chimney, employment, timeline, history, past,</p>

	<p>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</p> <p>Group Teaching of Reading; group reading and independent reading of book banded books, read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Online reading games; ICT Games, Topmarks, BBC Bitesize</p>	<p>clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Group Teaching of Reading; 1a: Draw on knowledge of vocabulary to understand texts, 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information, 1c: Identify and explain the sequence of events in texts, 1d: Make inferences from the text, 1e: Predict what might happen on the basis of what has been read so far. <i>(Teachers to identify which Reading Domain they are focussing on in their Group Reading Record for each session)</i></p>	
<p>2:1 Big Question: Should we forgive others? Topic: Where the Dragons Dance Theme: Culture/loss and forgiveness Book: The Willow Pattern, Tell me a Dragon</p>	<div data-bbox="483 778 976 1050"> </div> <p>The sound /u/ spelt with 'o', the sound /ee/ spelt with '-ey', the /o/ sound spelt with 'a' after w and qu, the stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w, the sound /zh/ spelt 's' Year 2 CEW;</p> <ul style="list-style-type: none"> • old, cold, gold, hold, told, every, everybody • people, water, again, half, money, Mr, Mrs, parents, 	<div data-bbox="1043 778 1581 906"> </div> <p>Text/ s; The Willow Pattern, Tell me a Dragon, non-fiction texts</p> <p>DEAL; Role on the wall, child in role, reading the picture, freeze frame, magic microphone, conscience alley, tableau</p> <p>Whole Class Reading; listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, participate in discussion about books, poems and other works that are read to them and those that</p>	<div data-bbox="1603 778 2141 1050"> </div> <p>Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense, explain, understand, spelling, vowel, consonant</p>

Whole Class Reading; 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

Group Teaching of Reading; group reading and independent reading of book banded books, read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
Online reading games; ICT Games, Topmarks, BBC Bitesize

they can read for themselves, taking turns and listening to what others say, making inferences on the basis of what is being said and done, answering and asking questions, becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Group Teaching of Reading; 1a: Draw on knowledge of vocabulary to understand texts, 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information, 1c: Identify and explain the sequence of events in texts, 1d: Make inferences from the text, 1e: Predict what might happen on the basis of what has been read so far. *(Teachers to identify which Reading Domain they are focussing on in their Group Reading Record for each session)*

China, country, world, continent, tradition, Chinese New Year, animals, tale

2:2 and 3:1

Big Question: In the future, will wild animals only exist in picture books?

Topic: Into the Wild

Theme: Being respectful

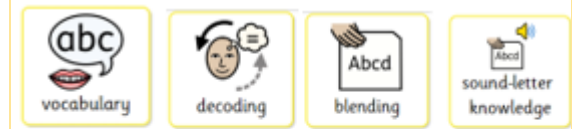
Book: There's an Rang Tan in my Bedroom, The Clue is in the Poo,



Adding -ed, -er and -est to a word ending in -y with a consonant before it, adding -ing to a word ending in -y with a consonant before it, adding -ing, -ed, -er, -est and -y to words ending in -e



Text/ s; There's an Rang Tan in my Bedroom, The Clue is in the Poo, Interview with a Tiger and Other Clawed Beasts, Leaf



Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing direction, character, event, title,



Interview with a Tiger and Other Clawed Beasts, Leaf

with a consonant before it, adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel, the sound /or/ spelt 'a' before l or ll

The suffixes -ment, -ness and -ful, the suffixes -less and -ly, words ending in -tion, contractions, the possessive apostrophe

Year 2 CEW; even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath

Whole Class Reading; 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

Group Teaching of Reading; group reading and independent reading of book banded books, read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Online reading games; ICT Games, Topmarks, BBC Bitesize

DEAL; reading the picture, jumping into the picture, magic microphone, freeze frames, role on the wall

Whole Class Reading; listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, 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, making inferences on the basis of what is being said and done, answering and asking questions, becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Group Teaching of Reading; 1a: Draw on knowledge of vocabulary to understand texts, 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information, 1c: Identify and explain the sequence of events in texts, 1d: Make inferences from the text, 1e: Predict what might happen on the basis of what has been read so far. (*Teachers to identify which Reading Domain they are focussing on in their Group Reading Record for each session*)

author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense, explain, understand, spelling, root word, ending, suffix, vowel, consonant, apostrophe, contractions

Wild animal, domestic animal, animal names, habitat

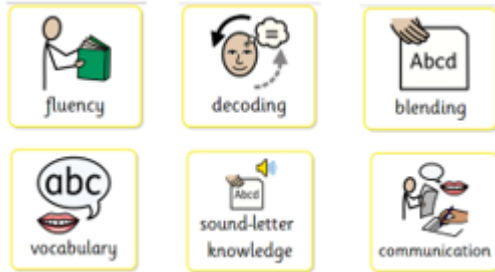
3:2

Big Question: Do good things come in small packages?

Topic: It's a Bug's Life

Theme: Positive changes

Book: The King of Tiny Things, Matisse's Magical Trail, Evelyn the Adventurous Entomologist



Homophones and near homophones, conjunctions, months of the year/ time, question words, SPaG terms, contractions; to use apostrophes for contraction and possession
Year 2 CEW; hour, move, prove, improve, sure, sugar, eye

Whole Class Reading; 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

Group Teaching of Reading; group reading and independent reading of book banded books, read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Online reading games; ICT Games, Topmarks, BBC Bitesize



Text/ s; The King of Tiny Things, Matisse's Magical Trail, Evelyn the Adventurous Entomologist

DEAL; Role on the wall, child in role, reading the picture, freeze frames, magic microphone, eye witness, eavesdropping
Whole Class Reading; 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, making inferences on the basis of what is being said and done, answering and asking questions, 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

Group Teaching of Reading; 1a: Draw on knowledge of vocabulary to understand texts, 1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information, 1c: Identify and explain the sequence of events in texts, 1d: Make inferences from the text, 1e:



Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense, explain, understand, spelling, homophone, question, punctuation, conjunction, possession

Mini beast names, insect, arachnid, habitat, diet, growth



		<p>Predict what might happen on the basis of what has been read so far. (<i>Teachers to identify which Reading Domain they are focussing on in their Group Reading Record for each session</i>)</p>	
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Banks Lane Infant & Nursery School | Year 2 Reading End Points

Reading	Word Reading	Comprehension
Year Two	<ul style="list-style-type: none">➤ 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➤ Re-read these books to build up their fluency and confidence in word reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none">➤ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently➤ discussing the sequence of events in books and how items of information are related➤ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales➤ being introduced to non-fiction books that are structured in different ways➤ recognising simple recurring literary language in stories and poetry➤ discussing and clarifying the meanings of words, linking new meanings to known vocabulary➤ discussing their favourite words and phrases➤ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">➤ 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



		<ul style="list-style-type: none">➤ 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.
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Children working below ARE	Children exceeding ARE

