

## Key Learning in Reading

### Y2

Reading is at the heart of all we do at Audley Infant School. Developing pleasure and a love for reading across classrooms is a golden thread running through our school curriculum and a tool to promoting wellbeing. We develop pupils' spoken language and wider understanding of language, have a systematic approach to phonics and early reading that integrates both decoding and comprehension. We develop fluency in reading to support understanding, and use high-quality, thought-provoking texts to expose pupils to an ambitious English curriculum, with a key focus on vocabulary expansion. Reading, writing, and spoken language are the springboards to life-improving opportunities.

#### The curriculum

The National Curriculum and Lancashire Red Rose Phonics underpin the reading curriculum at Audley Infant School. Our reading curriculum consists of the two dimensions: word reading and comprehension (both listening and reading) which are taught with equal importance throughout the whole school.

We begin with teaching children to read through systematic synthetic phonics, using the Lancashire Red Rose Phonics programme, in order that they can begin to read to learn through our whole school approach to develop reading skills. Our ultimate aim is for children to progress through their Audley journey developing from a beginning reader to a mature independent reader with an ever-increasing passion for reading and a love for books.

These statements have been taken from the Lancashire *Key Learning in Reading* document and are taken from the National Curriculum 2014 programmes of study.

## Key Learning in Reading Y2

Word Reading	Comprehension
<ul style="list-style-type: none"> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> <li>• Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>• Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.</li> <li>• Read longer and less familiar texts independently.</li> <li>• Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>• Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace.</li> <li>• Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</li> <li>• Read further common exception words, noting tricky parts (see below).</li> </ul>	<p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>• Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</li> <li>• Orally retell a wider range of stories, fairy tales and traditional tales.</li> <li>• Sequence and discuss the main events in stories and recounts.</li> <li>• Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>• Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</li> <li>• Learn and recite a range of poems using appropriate intonation.</li> <li>• Make personal reading choices and explain reasons for choices.</li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>• Identify, discuss and collect favourite words and phrases.</li> <li>• Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>• Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</li> <li>• Uses tone and intonation when reading aloud.</li> <li>• Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</li> <li>• Check that texts make sense while reading and self-correct.</li> <li>• Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>• Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</li> <li>• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>• Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</li> <li>• Make predictions based on what has been read so far.</li> <li>• Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</li> <li>• Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Make contributions in whole class and group discussion.</li> <li>• Consider other points of view.</li> <li>• Listen and respond to contributions from others.</li> </ul>