



St. Walburga's Catholic Primary School **Reading Scheme**



YEAR 2	AUTUMN	SPRING	SUMMER
TOPICS	Around the World Hot and Cold Places UK/Peru comparison	Antarctica Great Fire of London – Life in the 17 th Century Changes in Transport	Local Geography Pirates
TEXTS	F - Paddington Bear by Michael Bond F - Dear Earth by Isabel Otter and Clara Anganuzzi F - Lost and Found by Oliver Jeffers F - Coming Home by Michael Morpurgo	N/F – Vlad and the Great Fire of London by Kate Cunningham P – Poetry with Repeating Patterns F - Flat Stanley by Jeff Brown F - The Day the Crayons Quit by Drew Daywalt	F - Treasure Island by Robert Louis Stevenson F - The Pirates Next Door by Jonny Duddle N/F – The Bee Book by Charlotte Milner

SKILLS/DOMAINS	SKILLS	SUGGESTED ACTIVITIES
Word Reading: Phonics and Decoding	- Consolidate Phase 5 phonics - Revise different sound families (e.g. ai/ ay/ a-e/ eigh) - Continue to apply phonic knowledge and skills as the route to decoding until reading is fluent. - Read accurately by blending, including alternative sounds for graphemes. - Accurately read words of two or more syllables. - Read most words containing common suffixes.	1:1 reading with adults [Individual Reading Records and Guided Reading Records] <i>Twinkl</i> Phonics Scheme
Word Reading: CEWs	- Consolidate reading Y1 100 high frequency words - Consolidate Phases 2-5 Common Exception Words, [<i>the, no, to, go, I, into, he, she, we, me, be, was, my, you, her, they, all, are, said, have, like, so, do, some, come, were, there, little, one, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could</i>] - Read Y1 and Y2 Common Exception Words, noting unusual spelling/sound correspondences.	Phase 6 activities Rhyming strings activities – see also common exception words (e.g. kind, mind, behind...)
Word Reading: Fluency	- Read aloud texts, closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. - Re-read these books to build up fluency and confidence in word reading. - Read most words accurately and fluently without overt sounding/blending, e.g. 90 words per minute in age-appropriate texts.	
Comprehension Words in Context and Authorial Choice [Vocabulary]	- Discuss and clarify the meanings of new words, linking new meanings to those already known. - Discuss their favourite words and phrases. - Draw on what they already know or on background information provided by the teacher. - Check that the text makes sense to them as they read and correct inaccurate reading. - Summarise a familiar story using key vocabulary from the story.	Guided Reading starters looking at old SAT's reading papers. <i>Literacy Shed Plus</i> – VIPERS Pawsome Dogs Reading resources from <i>Twinkl</i>
Comprehension Inference	- Ask and answer questions about a text. - Make inferences from the text based on what is said and done. - Make links between the text they are reading and other texts they have read, (i.e. in texts they can read independently).	Whole class comprehension lessons from <i>Comprehension Plus</i>
Comprehension Prediction	Predict what might happen on the basis of what has been read so far.	
Comprehension Comparing, Contrasting and Commentating [Explain/Retrieve]	- Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding, and expressing their views, taking turns and listening to what others say. - Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Discuss the sequence of events in books and how items of information are related. - Recognise simple recurring literary language in stories and poetry. - Ask and answer questions about a text. - Make links between the text they are reading and other texts they have read independently.	
Poetry and Performance	Continue to build up a repertoire of poems learnt by heart, appreciating these, and reciting some with appropriate intonation to make the meaning clear.	
Non-Fiction	Recognise that non-fiction books are often structured in different ways and identify features of non-fiction texts, (i.e. contents page, glossary, sub-headings).	