Reading – Year 2 National Curriculum Coverage		Year 2 English Units of Work												
		Traditional Tales & Fables	Hamilton Trust	Instructions: Cooking Write Instructions Hamilton Trust	Poems on a theme – Family Poems Write own poems. Hamilton Trust	Stories about the Wild	Hamilton Trust	Animal Diaries & Recounts Recount and Diary writing Hamilton Trust	Poems on a theme – Monster Poems Write own poems. Hamilton Trust	Quest Stories Hamilton Trust	Dinosaurs Recount writing Hamilton Trust	Poems on a theme – Bird Poems Write own poems. Hamilton Trust	Phonics Scheme – Delivered through daily phonics sessions	1:1 Reading with an adult in School
Phonics & Decoding	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.													
	To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.													
	To accurately read most words of two or more syllables.													
	To read most words containing common suffixes.*													
Common Exception Words	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.													
	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.													
Fluency	To reread these books to build up fluency and confidence in word reading.													

	To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in ageappropriate texts.						
Understanding and Correcting Inaccuracies	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.						
	To check that the text makes sense to them as they read and to correct inaccurate reading.						
Comparing, Contrasting & Commenting	To 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.						
	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.						
	To discuss the sequence of events in books and how items of information are related.						
	To recognise simple recurring literarylanguage in stories and poetry.						
	To ask and answer questions about atext.						
Compar	To make links between the text they are reading and other texts they have read (in texts that they can read independently).						
ds in ext & orial Choice	To discuss and clarify the meanings of words, linking new meanings to known vocabulary.						
Words in Context & Authorial	To discuss their favourite words and phrases.						
ce &	To make inferences on the basis of what is being said and done.						
Inference & Prediction	To predict what might happen on the basis of what has been read so far in a text.						

Poetry	To 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	To recognise that non- fiction books are often structured in different ways.						

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.