Year 2 Reading Curriculum

Reading Curriculum		
Vocabulary (VIPERS)	**Inferring (VIPERS)**	**Predicting (VIPERS)**
• discusses effective language choices, *e.g. 'slimy' is a good word there because …* • identifies that adverbs help to tell us how the character is feeling	• demonstrates empathy with characters looking at descriptions and actions • identifies evidence of change as a result of events, for example in character behaviour • recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. *that the wolf would see the story of Red Riding Hood differently from the girl herself* • explains how the way a character speaks reflects their personality • identifies common themes in traditional tales *e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour* • evaluates simple persuasive devices e.g. *says which posters in a shop or TV adverts would make them want to buy something, and why* • with support, justifies their views about what they have read	• predicts with increasing accuracy during reading and then adapts prediction in the light of new information • predicts some key events of a story based on the settings described in the story opening.
Retrieving (VIPERS)		**Summarising (VIPERS)**
identifies words and phrases that link events • refers back to the text for evidence • retrieves information stated within text (may not be obvious) • uses evidence from a text – may look through the book to help them remember or use information • shows awareness of use of features of organisation *e.g. index, bold headings* • makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. *'I think she is selfish/kind/angry because it says she …'* • begins to understand that written language (standard English) has conventions that don't apply in spoken language • explains differences between fiction and non-fiction • understands that books can be used to find things out, and is beginning to do so • recognises that information is grouped according to subject • begins to use dictionaries, glossaries and indexes to locate meanings and information • identifies simple literary language e.g. *words/phrases that identify a traditional tale/narrative/story* identifies elements of an author's style e.g. *familiar characters, settings or common themes* • identifies how settings and characters are created using specific vocabulary that creates imagery • identifies that the verbs used for dialogue tell us how a character is feeling e.g. *"I grabbed …." or … he shouted.*		• identifies the sequence of events *e.g. answers questions such as 'Which event happened first? What happened before he fell over?*
Power Statements and Reading Behaviours To Be Taught In All Reading Lessons and Cross-Curricular		
Reading Behaviours And Fluency	**Power Statements**	
-Self-corrects spontaneously and at the point of error -Sustains silent reading most of the time -Sustains interest in longer narratives e.g. a short chapter book -Recognises the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response.*	-Decode words quickly and fluently using GPCs -Read 100 high frequency irregular words -Recognise and read alternative sounds for graphemes -Read words of two or more syllables by blending sounds in words -Read aloud a familiar text which is at an appropriate level at a rate of 90 words per minute -Re-tell a range of familiar stories -Talk about the plot, setting and characters in familiar and less familiar books -Notice when reading does not make sense and suggest a possible correction -Self correct by looking backwards and forward in a text Talk about things that might have happened in a story and make predictions	

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Power Statements and Reading Behaviours To Be Taught In All Reading Lessons and Cross-Curricular
Continuous Learning from Y2 NC: - Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Reads accurately words of two or more syllables that contain the same graphemes as above - Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-reads these books to build up their fluency and confidence in word reading - Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making Self-corrects spontaneously close to the point of error Sustains interest in longer narratives e.g. a short chapter book Sustains silent reading for own satisfaction - Reads words containing many of the common suffixes, e.g. -ment, -ness, -ful, -less,   -ly (e.g. carefully)