



**Holy Trinity CofE Primary School**  
**Reading Curriculum Overview – Year 2**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding	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.					
	Accurately read most words of two or more syllables.		Read most words containing common suffixes.			
	Read further common exception words.		Automatically read unfamiliar words accurately and without undue hesitation when reading aloud.			
Fluency	Read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.					
	Reread these books to build up fluency and confidence in word reading.					
	Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.					
				Recite some poems with appropriate intonation to make the meaning clear.		
Vocabulary	Begin to use a range of techniques to explore the meaning of new words: discussion, synonyms, definitions, word mapping, linking to known vocabulary.					
			Recognise simple recurring literary language in stories and poems.		Pick out words in a sentence that impact on the reader.	
				Use a dictionary to check the meaning of words.		
Retrieval	Find the main facts.					
	Locate key vocabulary and specific information in the text to find simple answers.					
	What is the story mostly about? What are some of the key details from the story? Who are the main/some of the characters in the story? What is the setting of the story?					
Inference	Make simple plausible inferences about what is said and done.		Make simple plausible inferences based about events and information.		Make inferences about events and information.	Make plausible inferences.
	What is the character thinking and feeling? How do you know? Why do you think . . . ? How did the pictures help you to understand the story? What do you notice about what the characters were doing/saying? Why do you think the character did/said that?					
	Suggest why a story ended as it did.					



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	Begin to make connections across contexts, stories and books. <i>How are the characters the same as you? How are the characters and what happens to them in this story the same or different as in a story that you know? What does this story remind you of? Can you think of another book that is similar to this one?</i>		
<b>Prediction</b>	Predict what might happen based on what has been read so far. <i>What do you think happens next? Why do you think this? How do you think the book will end? What else might the characters like or do?</i>		
<b>Summary</b>	Identify the sequence of events in fiction and non-fiction.		
	Identify the main themes and ideas in a text.		
	Retell some stories, fairy stories and traditional tales.		
<b>Author Intent</b>	Pick out words in a sentence that impact on the reader.		
	Know that some books make me laugh. <i>What was funny in the book?</i>		
<b>Discuss it</b>	Make statements about what I like and dislike. <i>What did you like/dislike about this book/the illustrations?</i>		
		Take part in group talk about what we have listened to.	Recite some poems with appropriate intonation to make the meaning clear.
			Take turns and listen to what others have to say.
	Discuss favourite words and phrases.		