

Long Term Reading Plan	
Year 2	
Aspect of Reading:	Objectives taught and reinforced in all reading sessions:
Word Reading	<p>I use phonic knowledge to decode new text from L19 - L24 (RR) automatically and fluently</p> <p>I read a range of common exception / tricky words</p> <p>I sound out new words quickly in my head including words with alternative phonemes for graphemes</p> <p>I read word of two or more syllables using a range of graphemes</p>
Wider decoding and reading strategies	<p>I re-read books with fluency, expression and intonation</p> <p><i>I am developing my skills to read silently or quietly to myself with increasing speed and independence.</i></p> <p><i>I use punctuation to help me to read with expression to keep track of information in longer sentences</i></p>
Comprehension strategies	<p>I answer and ask questions about what I read</p> <p><i>I recall specific information from my reading or look back at the text to find information</i></p>
Response to reading	<p>I recognise simple recurring literary language in stories and poems</p> <p>I explain and discuss my understanding of books, poems and other writing</p>

Term	Aspect of Reading	Objective Taught	Reading Skills
Autumn 1	Word Reading	I use phonic knowledge to decode new text from L19 - L24 (RR) automatically and fluently	Decoding and Fluency
	Word Reading	I use phonic knowledge to decode new text from L19 - L24 (RR) automatically and fluently	Decoding and Fluency
	Word Reading	I sound out new words quickly in my head including words with alternative phonemes for graphemes. I read most words except new or unfamiliar words without having to sound and blend out loud.	Decoding and Fluency
	Word Reading	I say which part of the word is tricky	Decoding and Fluency
	Wider Decoding and Reading Strategies	I re-read sentences from beginning if I stopped to decode a difficult word. I can read words with one or more syllables using a range of graphemes- chunking.	Decoding and Fluency
	Wider Decoding and Reading Strategies	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes.	Decoding and Fluency

	Wider Decoding and Reading Strategies	I notice when a small mistake I make doesn't fit with the meaning.	Decoding and Fluency
	Assessment Week		
Autumn 2	Wider Decoding and Reading Strategies	I re-read books with fluency, expression and intonation	Decoding and Fluency
	Wider Decoding and Reading Strategies	I re-read books with fluency, expression and intonation	Decoding and Fluency
	Comprehension Strategies	I can use working memory Tracking sentences.	Working Memory
	Comprehension Strategies	I can use working memory Tracking sentences.	Working Memory
	Grammar for Reading	I use punctuation to help me to read with expression and to keep track of longer sentences.	Using Punctuation to read the text
	Grammar for Reading	I use punctuation to help me to read with expression and to keep track of longer sentences.	Using Punctuation to read the text
	Comprehension Strategies	I can recognise when I don't understand a word. If I don't know the meaning of a word, I read the whole sentence to try and work it out.	Unknown Vocabulary
	Comprehension Strategies	I can recognise when I don't understand a word. If I don't know the meaning of a word, I read the whole sentence to try and work it out.	Unknown Vocabulary
Spring 1	Comprehension Strategies	I recall specific information from my reading or look back to find information	Recall and Retrieval
	Comprehension Strategies	I recall specific information from my reading or look back to find information	Recall and Retrieval
	Comprehension Strategies	I discuss the sequence of events in books and how information is related	Sequencing
	Comprehension Strategies	I answer and ask questions about what I have read.	Wondering
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	Comprehension Strategies	I use knowledge I already have, to help me to understand text.	Background knowledge

Spring 2	Comprehension Strategies	I use knowledge I already have, to help me to understand text.	Background knowledge
	Comprehension Strategies	I predict what might happen on the basis of what I have read so far.	Raising questions and predicting
	Comprehension Strategies	I can make simple pictures in my head as I move beyond reading picture books.	Raising questions and predicting
	Comprehension Strategies	I can visualise settings and characters and recognise when they change. With support I recognise when the picture in my head may be wrong.	Visualisation
	Comprehension Strategies	I can talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title I know how a non-fiction text is presented differently to a fiction text.	Structure
	Wider Decoding	I can scan text to find answers to questions to specific words	Scanning
Summer 1	Comprehension Strategies	I make inferences on the basis of what is being said and done	Inference
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	Comprehension Strategies	I make inferences on the basis of what is being said and done	Inference
	Assessment Week	Assessment Week	Assessment Week
	Comprehension Strategies	I understand what I read in books and can comment on characters and events.	Gist
	Comprehension Strategies	I understand what I read in books and can comment on characters and events.	Gist
Summer 2	Response to Reading	I know and can recite stories and poems with appropriate intonation to make the meaning clear. I listen to and talk about different poetry texts, including what I like and don't like.	Decoding and Poetry
	Response to Reading	I identify parts of the text that make me respond in different ways and links this to other texts.	Response to text
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	Grammar for Reading	I can track pronouns to help me understand texts.	Pronoun Tracking
	Grammar for Reading	I can track pronouns to help me understand texts.	Pronoun Tracking
	Wider Decoding	I am developing my skills to read quietly to myself. I know that to read in my head I need to hear a voice in my head.	Wider Decoding