



Ready,  
Respectful,  
Safe

## Reading Overview – Year 2

### Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
<b>S2 R Un it</b>	<p><b>Unit B:</b> The Glassmaker’s Daughter; The Owl &amp; The Pussycat; Once upon a Wild Wood; The Secret of the Tattered Shoes</p> <p><b>Unit A:</b> The Sea Book; Sharks; One World; The Real Boat; The First Book of the Sea.</p>	<p><b>Unit C:</b> The Flower; Grandpa’s Garden; How to help a hedgehog and protect a polar bear; It starts with a seed</p> <p><b>Unit D:</b> The Three Little Wolves and the Big Bad Pig; The True Story of the 3 Little Pigs; The Wolf’s Story; Revolting Rhymes.</p>	<p><b>Unit E:</b> Why do we remember? The Great Fire of London; The Great Fire – A City in Flames; The Baker’s Boy &amp; the Greta Fire of London; The Great fire of London.</p> <p><b>Unit F:</b> George’s Marvellous Medicine; The Works; The Tunnel; The Owl who was Afraid of the Dark.</p>
	Year 2: NC Objectives	Year 2: NC Objectives	Year 2: NC Objectives
<b>R e a d i n g S k i l s</b>	<ul style="list-style-type: none"> <li>Recognise and read many common exception words</li> <li>Read sentences with increasing accuracy and fluency</li> <li>Self-correction words</li> <li>Read aloud with attention to punctuation, including full stops, question, exclamation and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and read most common exception words</li> <li>Read a range of texts with increasing accuracy and fluency</li> <li>Self-correction, including re-reading and reading ahead</li> <li>Look for specific information in texts using contents and glossaries</li> <li>Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information</li> <li>Re-reading sentences for clarity</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and read all common exception words with automaticity</li> <li>Read a range of texts with increasing accuracy and fluency</li> <li>Self-correction, including re-reading and reading ahead</li> <li>Talk about book preferences</li> <li>Identify how texts are organised, e.g. lists, numbered points, tables and bullet points</li> </ul>

<b>W o r d R e a d i n g</b>	<ul style="list-style-type: none"> <li>● Apply and embedded phonic knowledge and skills as the route to decode</li> <li>● Read some common exception words</li> <li>● Read most words containing common suffixes -ly</li> <li>● Decoding automatically and build fluency</li> <li>● Read most words containing common suffixes -er -est</li> </ul>	<ul style="list-style-type: none"> <li>● Re-read books to build fluency and confidence</li> <li>● Read most common exception words</li> <li>● Read most words containing common suffixes -ful</li> <li>● Sound out most unfamiliar words accurately, without undue hesitation</li> <li>● Read accurately most words of two or more syllables</li> <li>● Read most words accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>● Read most words containing common suffixes –ness</li> <li>● Read all common exception words with automaticity</li> <li>● Read sufficiently fluently to allow a focus on understanding</li> <li>● Read accurately most words of two or more syllables</li> </ul>
<b>C o m p r e h e n s i o n</b>	<ul style="list-style-type: none"> <li>● Check the text makes sense to them and correct inaccurate reading</li> <li>● Answer and ask questions</li> <li>● Make some predictions of what might happen on the basis of what has been read so far</li> <li>● Understand many non-fiction books that are structured in different ways</li> <li>● Demonstrate familiarity with and retell a wide range of fairy stories</li> <li>● Discuss an increasing amount of word meanings in context, linking meanings to those already known</li> <li>● Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms</li> <li>● and the same word used in different contexts, building on from YR1 Greater Depth)</li> <li>● Make some predictions of what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>● Explain what has happened so far in what they have listened to or read</li> <li>● Discuss the sequence of events in books and how many items of information are related</li> <li>● Understand many non-fiction books that are structured in different ways</li> <li>● Demonstrate familiarity with and retell a wide range of traditional tales</li> <li>● Recognise simple recurring literary language in stories and poetry and draw upon these for their writing</li> <li>● Make some inferences on the basis of what is being said and done across the book and drawing on</li> <li>● other books they have read (building on from YR1 Greater Depth)</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss their favourite words and phrases using some of them in their writing</li> <li>● Make some inferences on the basis of what is being said and done across the book and drawing on</li> <li>● other books they have read (building on from YR1 Greater Depth)</li> <li>● Understand many non-fiction books that are structured in different ways</li> <li>● Demonstrate familiarity with and retell a wide range of stories and plays</li> <li>● Discuss their favourite words and phrases using some of them in their writing</li> <li>● Show good understanding of books they have read and listened to drawing on what they already know,</li> <li>● with background information and vocabulary provided by the teacher</li> </ul>
<b>V o c a b</b>	grapheme, phoneme, syllable, sequence, structure, predict, discuss, question		
<b>C E W</b>	door, floor, poor, because, find, kind, mind, behind, child, children, past, class, grass, pass, plant, path, fast, last wild, climb, most, only, both, old, cold, gold, hold, told, Christmas, father, parent	every, everybody, even, great, break, steak, pretty, after, bath, hour, any, many, busy beautiful, move, prove, improve, sure, sugar, eye, could, should, would, clothes, people, who, whole, water.	Consolidation of those taught

