

Year 2 Term 1 English – Phonics and Reading

Reading Skills	Phonic Knowledge	CEW Reading and Spelling	Speaking and Listening (Also see Oracy document)
<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllabic words containing these graphemes</p> <p>Read common suffixes</p> <p>Read further common exception words, noting unusual correspondences</p> <p>Read most words quickly accurately without overt sounding and blending</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reread these books to build up their fluency and confidence in word reading</p>	<p>Read words containing the graphemes listed in term 1 of the CKIS phonics teaching sequence document.</p> <p>Suffixes where no changes –ed, -ing, -er, -est</p> <p>un- prefix</p> <p>Revise compound words: giftbag, desktop etc</p> <p>At the end of Term 1, most children (80%) should be ready to move on to books from Unit 11/12 (Oak) in order to consolidate the phonics learning (units 11/12) that took place in term 1.</p>	<p>Are secure in reading and spelling Y1 CEWs</p> <p>Y2 CEWs:</p> <p>Amended list 2021:</p> <p>child , children, would, should, could, again, because, every, everybody, any, many, Christmas, both, cold, gold, hold, told, old, most, only, sugar, sure</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Discussing their favourite words and phrases used by author</p> <p>Being introduced to non-fiction books that are structured in different ways</p>
<p>Comprehension skills: (incorporating VIPERS – Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence)</p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far 			

Year 2 Term 2 English – Phonics and Reading

Reading Skills	Phonic Knowledge	CEW Reading and Spelling	Spelling Rules	S+L
<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllabic words containing these graphemes</p> <p>Read common suffixes</p> <p>Read further common exception words, noting unusual correspondences</p> <p>Read most words quickly accurately without overt sounding and blending</p>	<p>Read words containing the graphemes listed in term 2 of the CKIS phonics teaching sequence document.</p> <p>Suffix rules for –ed, -ing, -er, -est, -y, -ly, -ment, -ness, -ful, -less (and where changes are made)</p> <p>Revise rules for ‘s’ and ‘es’ for plurals and adding ‘es’ to verbs (replies)</p> <p>Apostrophes - contraction and</p> <p>Homophones</p> <p>At the end of Term 2, most children (80%) should be reading books from (Oak) in order to consolidate the phonics learning) that took place in term 1.</p>	<p>CEWs:</p> <p>Amended 2021 list:</p> <p>Behind, find, kind, mind, wild, climb, door, floor, poor, half, hour, after, pass, grass, class, path, bath, past, fast, last, plant, water</p>	<ul style="list-style-type: none"> Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it. The y is changed to ‘i’ before –ed, -er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i>. Copied, copier, happier, happiest, cried, replied but copying crying, replying patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny To identify and use homophones and near homophones – to know the difference in meaning between homophones – eg; there/their/they’re here/hear, see/sea, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, bare/bear, quite/quiet To understand the possessive apostrophe (singular nouns) – Megan’s, Ravi’s the girl’s, the child’s, the man’s To use contractions – eg; can’t, didn’t, hasn’t, couldn’t, I’ll To use the suffixes –ment, -ness, -ful, -less –ly and ‘s’ and ‘es’ 	<p>See T1</p>
<p>Comprehension skills: (incorporating VIPERS – Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence)</p> <ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far 				

Year 2 Term 3 English – Phonics and Reading

Reading Skills	Phonic Knowledge	CEW Reading and Spelling	Spelling Rules	Speaking and Listening
<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllabic words containing these graphemes</p> <p>Read common suffixes</p> <p>Read further common exception words, noting unusual correspondences</p> <p>Read most words quickly accurately without overt sounding and blending</p>	<p>Read words containing the graphemes listed in term 3 of the CKIS phonics teaching sequence document.</p> <p>Revise phonemes from T1 and T2</p> <p>through</p> <p>eigh – neighbour, eight, height</p> <p>aigh – straight</p> <p>At the end of Term 3, all children should reading books from (Oak) and above in order to consolidate the phonics learning that took place in term 2. Free reader if they're secure in all the phonics we've taught.</p>	<p>Amended 2021 list:</p> <p>beautiful, pretty, break, steak, great, Mr, Mrs, money, parents, people, who, whole, prove, improve, move, busy, clothes, eye, even, father</p>	<p>Revise phonemes and spelling rules from T1 and T2</p> <p>hrough</p> <p>eigh – neighbour, eight, height</p> <p>aigh – straight</p>	<p>As T2</p>
<p>Comprehension skills: (incorporating VIPERS – Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence)</p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far 				