

Reading

Year 2

Yearly coverage of content domains

Fairisle Infant and Nursery School



Expect Success

Content domain: Enjoy

By the end of the year children should:

- continue to learn a range of poems by heart, saying some with the correct intonation
- listen to and discuss a wide range of classic and current poems, stories and non-fiction beyond which they could read themselves

Vocabulary

Poem—a piece of writing where attention is given to rhyme, rhythm or imagery

Intonation—a way of using their voice to show meaning e.g. using a loud voice to show anger or excitement

Story—a text that is imaginary but may be based on real things or events e.g. a story about a giraffe that cannot dance.

Non-fiction—writing that is factual or contains information. It is real and not imaginary

Rhyme— words that have or end with a sound that is similar to another e.g. mat and cat

Content domain: Decode

By the end of the year, children should:

- continue to apply their phonic knowledge to decode words
- read accurately by blending sounds they know and recognise alternative sounds for graphemes
- read accurately most words of 2 or more syllables
- read words containing common suffixes
- read most of the Common Exception Words
- read with enough fluency to allow them to focus on understanding the text rather than working out what the words say
- read books that match their ability
- sound out unfamiliar words accurately and without hesitation

Vocabulary

Decode—using sounds to work out what the word says

Grapheme—the smallest meaningful sound written

Blending—joining sounds together to say words

Common Exception Word—words where the usual spelling rules doesn't apply

Alternative sound—different ways of pronouncing the same grapheme
e.g. ow as in cow and ow as in snow

Content domain: Define

By the end of the year, children should:

- be able to discuss the meaning of words
- suggest ideas for the meaning of words they don't know by using their knowledge of other words
- be able to discuss their favourite words and phrases

Vocabulary:

Define—be able to explain what words mean

Discuss—talk about

Knowledge of other words—words they already know.

Favourite words and phrases—words from the text that the child says they like.

Content domain: Retrieve

By the end of the year, children should:

- recognise language that repeats in stories and poetry
- answer simple questions about the text where they need to retrieve information from what they've read e.g. where was Samson?
- ask questions to find out more information about a text

Vocabulary

Retrieve—a type of question where children need to find the answer in the text or section they have just read

Language that repeats—words or phrases that are repeated in the text e.g. 'I'd like a house that's as blue as the sky'.

Poetry—a type of writing

Content domain: Sequence

By the end of the year, children should:

- discuss the sequence (order) of events in books e.g. what happened and when and how items of information link to each other e.g. Titanic hit an iceberg, then it sank
- see non-fiction texts that are structured in different ways
- put in order a range of stories and events and recall the main points

Vocabulary

Sequence—put events in the correct order.

Non-fiction—writing that is factual or contains information. It is real and not imaginary.

Structured—the order in which a text is written and the features it contains.

Content domain: Infer

- By the end of the year, children should:
- draw on what they already know or use additional information and vocabulary given to them by their teacher to make inferences
 - use what is being said and done in the text to explain why events are happening or why characters are acting in the way they do
 - begin, with support, to pick up on more subtle references

Vocabulary

inference—using the clues in the text to suggest why something happened or why a character is acting in the way they are e.g. “he is crying so that means he is sad the dragon has left”.

Characters—people, animals or things who feature in the story e.g. Cinderella, the mouse, Norman the robot etc.

Subtle references—less obvious hints in a text that explain what is happening e.g. ‘unhappily he took his umbrella out with him shows he doesn't like rain’.

Content domain: Prediction

By the end of the year, children should:

- say what they think might happen next based on what they have read so far
- join in discussions about what might happen next and add their own ideas.

Vocabulary

Prediction—say what they think might happen next e.g. 'I think that the Tear Thief will take the girl's tears and add them to her collection'.

Discussions—talking about what might happen next in a small or large group.

Content domain: Links

By the end of the year, children should:

- begin to link what they hear or read to their own experiences more readily e.g. 'I was on a boat on holiday just like this one'
- discuss these with other people
- explain how the event or experience is similar to the book.

Vocabulary

Link—say how something is similar and why.

Their own experiences—things, happenings or events that the children have experienced in their own lives. This will be different for every child.