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| **Year 2 LTP Reading 2024 - 2025** | | | |
| **Texts**  Anchor and Supplementary | **Explicit Focus Points**  Black – NC Objectives  **Black and bold – ideas for teaching**  **Green – Reading Rope Strands**  Language ComprehensionBackground knowledge, Vocabulary, Language Structure, Verbal reasoningLiteracy Knowledge | **Fluency Development**  **(6 Ps – identify specific focus)**  Pitch, Power, Pace  Punctuation, Pause  Passion | **Class book**  Texts selected from a range, including:   * Pie Corbett reading spine * Diversity * Books for pleasure / humour |
| **Term 1** | Read Write Inc Blue Group |  | Fantastic Mr. Fox: Amazon.co.uk: Dahl, Roald, Blake, Quentin:  9780142410349: BooksFantastic Mr Fox |
| **Term 2** | Read Write Inc Grey Group |  | Ellie and the Cat  Ellie and the Cat |
| **Term 3** | Reading fluency programme for 8 weeks – LEAD Equate. |  | Wigglesbottom Primary: The Toilet GhostWigglesbottom Primary: The Toilet Ghost : Pamela Butchart, Becka Moor,  Becka Moor: Amazon.co.uk: Books |
| **Term 4**  A book cover with a owl on a branch  Description automatically generated  Children’s classics | **Reading Strategies – Using Prior Knowledge/Previewing, Questioning, Making Inferences, Summarising.**  **Background knowledge**   * drawing on what they already know or on background information and vocabulary provided by the teacher   **Vocabulary**   * discussing and clarifying the meanings of words, linking new meanings to known vocabulary   **Verbal reasoning**   * Basic recognition of simple themes across a range of texts * Deduce and infer single points from specific parts of text and explain opinions * Predicting what might happen on the basis of what has been read so far. * Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.   **Literacy Knowledge**   * Being introduced to fiction / non-fiction books that are structured in different ways. | **Punctuation:** The adherence to and understanding of the marks an author has placed upon the page.  **Pause:** The knowing of when not to read and for how long.  **Passion:** Using emotion and expression when reading.  **Power:** The strength given to the reading voice – including volume and stress. | Genie and Teeny Make a Wish  Genie and Teeny: Make a Wish: Book 1: Amazon.co.uk: Lenton, Steven:  9780008408206: Books |
| **Term 5**  A book cover with a small brown animal  Description automatically generated  Children’s classics | **Reading Strategies – Using Prior Knowledge/Previewing, Questioning, Making Inferences, Summarising.**  **VOCABULARY**   * discussing and clarifying the meanings of words, linking new meanings to known vocabulary   **VERBAL REASONING**   * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * checking that the text makes sense to them as they read, and correcting inaccurate reading * answering and asking questions   **LITERACY KNOWLEDGE**   * 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 | **Punctuation:** The adherence to and understanding of the marks an author has placed upon the page.  **Pitch:** The musicality of the reading voice – including tone and intonation.  **Pace:** The speed at which we read. | Cakes in Space  Cakes in Space (Reeve and McIntyre Adventures) |
| **Term 6**  The Giraffe and the Pelly and Me (Colour Edition): Amazon.co.uk: Dahl,  Roald, Blake, Quentin: 9780141369273: Books  Children’s classics | **Reading Strategies – Using Prior Knowledge/Previewing, Questioning, Making Inferences, Summarising.**  **Background knowledge**   * drawing on what they already know or on background information and vocabulary provided by the teacher   **Vocabulary**   |  | | --- | | * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * recognising simple recurring literary language in stories and poetry (**same author- different texts)** |   **Verbal reasoning**   * 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   **Literacy Knowledge**   * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * 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 | **Pitch:** The musicality of the reading voice – including tone and intonation.  **Power:** The strength given to the reading voice – including volume and stress.  **Pace:** The speed at which we read. | An Alien in the Jam FactoryAn Alien in a Jam Factory |