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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, PacePunctuation, PausePassion | **Class book**Texts selected from a range, including:* Pie Corbett reading spine
* Diversity
* Books for pleasure / humour
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| **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 generatedChildren’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 WishGenie 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 generatedChildren’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 SpaceCakes 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: BooksChildren’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**

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| * 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)**
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**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 |