



YEAR 2: Reading

Links to Previous Learning

- Progression of VIPERS
- Fairy tales from Year R
- Books with predictable phrases and rhyme from Year R and 1

Links to Future Learning

- Books structured in a variety of ways
- Different forms of poetry
- Historical narrative

Reading lessons will also be supplemented with non-fiction and poetry.

KEY TEXTS

Hermelin	Mini Grey	Animal
Troll	Julia Donaldson	Repetitive
The Pirate's Next Door	Jonny Duddle	Rhyming
Charle's Darwin's Around the World Adventure	Jennifer Thermes	Non-Fiction
Look Up!	Nathan Bryon	Diverse/Modern
Leaf	Sandra Dieckmann	Animal
Jack and the Beanstalk	Richard Walker	Fairy tale
Fantastic Mr Fox	Raold Dahl	Animal
Thomas and the Tinnars	Jill Paton Walsh	Historical
Heard it in the Playground	Allan Ahlberg	Poetry

Year 2 National Curriculum Statements – Comprehension

V1: 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

S1: discussing the sequence of events in books and how items of information are related

S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

E1/3: being introduced to non-fiction books that are structured in different ways

V3: recognising simple recurring literary language in stories and poetry

V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary

V2: discussing their favourite words and phrases

S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

V2: drawing on what they already know or on background information and vocabulary provided by the teacher

R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading

I1/2: making inferences on the basis of what is being said and done

R1/2: answering and asking questions

P1/2: predicting what might happen on the basis of what has been read so far

I3/R5: 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

E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



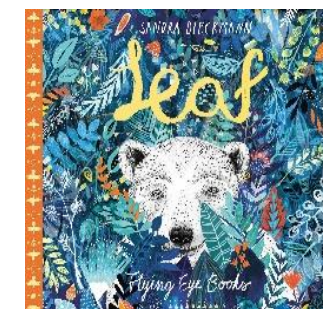
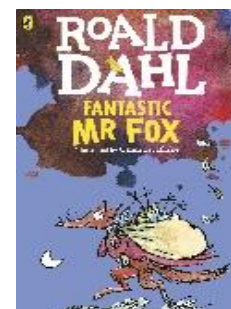
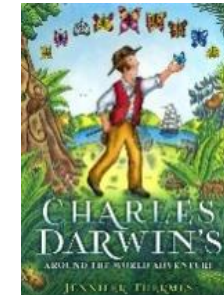
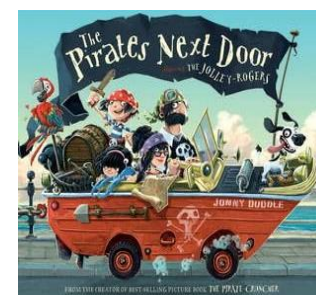
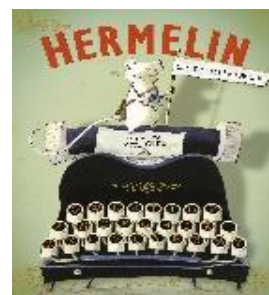
Monday	Tuesday	Wednesday	Thursday	Friday
English	English	English	English	Reading VIPERS

Whilst children finish Read, Write, Inc. in the autumn term, VIPERS will be explicitly taught on a Friday during English time. From the spring term, the same timetable as KS2 will be followed.

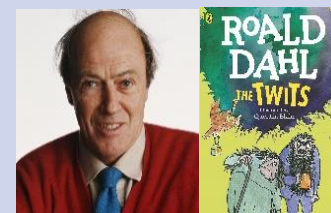
VOCABULARY

Infer	Pick up ideas from the text that are not always written in the text itself.
Predict	Make a reasonable guess about what could happen next.
Explain	Make an answer clear by giving reasons.
Retrieve	Find key pieces of information within the text.
Sequence	Put things in order that they happened.
Fiction	A story made up by an author
Non-fiction	A text with facts and information.
Traditional tale	A short story containing magic.
Fairy tale	A short story containing magic.

Vocabulary specific to each text will be identified by teachers.

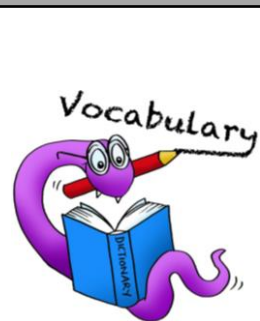


KEY AUTHOR



Roald Dahl
1916 - 1990
Multiple awards for individual books

VIPERS SKILLS:



- Discussing and clarifying the meanings of words; link new meanings to known vocabulary
- Discussing their favourite words and phrases
- Recognise some recurring language in stories and poems
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- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...
- Which word do you think is most important in this section? Why?
- Which word best describes...?



- Make inferences about characters' feelings using what they say and do.
- Infer basic points and begin, with support, to pick up on subtler references.
- Answering and asking questions and modifying answers as the story progresses
- Use pictures or words to make inferences


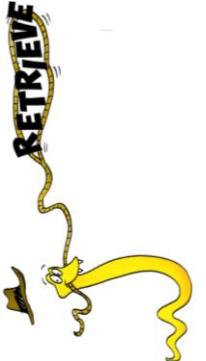
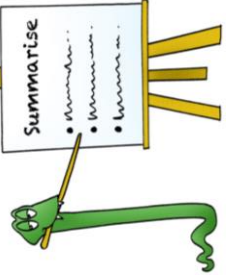
- What do you think.... means?
- Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



- Predicting what might happen on the basis of what has been read in terms of plot, character and language so far
- Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them
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- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?
- How does the choice of character affect what will happen next?

VIPERS SKILLS:

	<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Express my own views about a book or poem • Discuss some similarities between books • Listen to the opinion of others 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?
	<ul style="list-style-type: none"> • Independently read and answer simple questions about what they have just read. • Asking and answering retrieval questions • Draw on previously taught knowledge • Remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to ... in the end of the story?
	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Retell using a wider variety of story language. • Order events from the text. • Begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?