


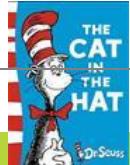
# Reading long term plan St Patrick's Catholic Voluntary Academy Advent Term 2021 Year 2


### Strategies that are reinforced in every lesson:




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- Look at the letters, make the sounds, blend the sounds together
- Look for small words in big words
- Cross check with the picture
- I re-read sentences from the beginning if I stopped to decode a difficult word
- I recognise when I don't understand a word. I check that each sentence makes sense to me

### Strategies taught through English/phonics lessons:

- Predict what might happen on the basis of what I have read so far
- Read words with common suffixes ed, ing, est, er, ful
- I understand the information in expanded noun phrases and use this to help me to understand
- I discuss the sequence of events in books and how information is related
- I understand what I read in books and can comment on characters and events

No. of weeks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session (if necessary)
2	Word reading	I can use phonic knowledge to decode new text	 <p style="text-align: center;">The Colour Monster BL: n/f</p>	<p>Model reading a range of words using the strategies below. Words include:</p> <ul style="list-style-type: none"> <li>- monster (m/o/n/s/t/er)</li> <li>- confused (c/o/n/f/u/s/e/d)</li> <li>- feelings (f/ee/l/i/ng/s)</li> <li>- together (t/o/g/e/th/er)</li> <li>- different (d/i/ff/er/e/n/t)</li> <li>- closely (close/l/y)</li> <li>- happiness (h/a/pp/i/n/e/ss)</li> <li>- twinkles (twin/k/l/es)</li> <li>- bright (b/r/igh/t)</li> <li>- everyone (every/one)</li> <li>- sadness (sad/n/e/ss)</li> <li>- anger (a/n/g/er)</li> <li>- stomp (s/t/o/m/p)</li> <li>- shadows (sh/a/d/ow/s)</li> <li>- scaredy (s/c/are/d/y)</li> <li>- forest (for/e/s/t)</li> <li>- quiet (qu/i/e/t)</li> <li>- leaves (l/ea/v/es)</li> <li>- slowly (slow/l/y)</li> <li>- deeply (d/ee/p/l/y)</li> </ul> <p><b>Strategy check-</b> look at the letters, make the sounds, blend the sounds together.</p> <p><b>Strategy check-</b> look for small words in big words.</p> <p><b>Independent task-</b> sound buttons on longer words</p>
2		I can read a range of common exception/tricky words		<p>Remind the children that common exception words are often those we cannot use our phonics for. We just have to know them. Read through the Year 1 and Year 2 common</p>

			The Cat in the Hat BL: 2.1	exception words.  When reading the text point out and model how to read common exception words. <b>Strategy check-</b> see the word say the word.  <b>Independent task-</b> common exception words game
2		I can read words of two or more syllables using a range of graphemes		Model what a syllable is. Children to count the syllables in their names.  Read a section of the text and model looking for syllables. Words include: <ul style="list-style-type: none"> <li>- Sally (2 syllables)</li> <li>- something (2 syllables)</li> <li>- nothing (2 syllables)</li> <li>- sunny (2 syllables)</li> <li>- funny (2 syllables)</li> <li>- mother (2 syllables)</li> <li>- about (2 syllables)</li> <li>- another (3 syllables)</li> <li>- away (2 syllables)</li> <li>- playthings (2 syllables)</li> </ul> Children to have section of the text. They will work with their partner to find the words that have more than one syllable.  <b>Independent task</b> - identifying words with 2/3 syllables
Half term				
2	Wider decoding strategies	I can check the text makes sense to me, thinking does it look right and make sense and correct my mistakes	 Mr. Big BL: 2.3	Say that sometimes when we read, we make mistakes. This is ok, but we need to make sure that we go back over our mistakes so we can understand the text properly.  Model reading a sentence and make an error (this doesn't make sense; I'm going to read the sentence again.) Model re-reading the sentence to check that it makes sense to me now. Do this a number of times and ask the children to do this when reading as a pair.  <b>Strategy check-</b> if a sentence does not make sense re-read the sentence. If it still doesn't make sense, read the sentence before and the sentence together.  <b>Independent task-</b> independent reading

2	Grammar for reading	I use punctuation to help me to read with expression and to keep track of information in longer sentences.	<p>Toby and the</p>  <p>Great Fire of London BL: 2.3</p>	<p>Show the children the different punctuation we may see when we read (full stop, comma, question mark, exclamation mark.) Talk about what each one does and how we can change our voices to match the punctuation. Explain that when we read, we should use punctuation to make our reading sound more interesting,</p> <p>Model using the punctuation incorrectly. Talk about how this makes our reading too fast (if we miss out commas, full stops) and stops us from understanding the text. Also, our reading can sound boring or monotone (if we miss out commas, question marks or exclamation marks.)</p> <p>Model using the punctuation correctly. How does it sound different? Children to read using punctuation.</p> <p><b>SS: If I see a .... I need to...</b>  <b>SS: It is a full stop - I need to stop.</b>  <b>SS: It is a comma - I need a little breath</b>  <b>SS: It is a question mark - I need to make my voice sound like I am asking a question</b></p> <p><b>Independent task-</b> children to make a punctuation poster</p>
2	Comprehension strategies	I talk about and clarify the meaning of words, linking new meaning to what I already know.	<p>The</p>  <p>and the Bottle BL: 2.5</p>	<p>Read a sentence and point at the target word. I don't know what this word means. I am thinking it might mean ... because that would make sense. I remember seeing a word like that when... and it meant. I checked in the picture and I think the word means ...</p> <p><b>SS: I looked in the picture and I think the word must mean...</b>  <b>SS: I tried .... and it seems to make sense</b>  <b>SS: It is like.... which I already know</b>  <b>SS: This must mean something different because what I thought it meant doesn't make sense</b></p> <p><b>Independent task-</b> labelling what words mean from the text</p>
2	Response to text	I talk about my favourite words and phrases	<p>The</p>  <p>Christmas Postman BL: N/F</p>	<p>Explain to the children what the word favourite means. When we have read some of the text, model how to explain what my favourite word or part of the story is.</p> <p>Children to share their favourite parts with their partner.</p> <p><b>SS: My favourite word/s is...</b>  <b>SS: My favourite part of the story is...</b></p> <p><b>Independent task-</b> writing about our favourite words/phrases</p>