

Reading Curriculum: Knowledge and Skills Map

Medium Term Plan

Year 2

Reading is at the heart of Woodland's curriculum.

READ! READ! READ!

- The Year 2 classroom should have a stimulating reading environment and have a wide range of materials to broaden reading experiences. The classroom should still have reference to classic fairy tales and rhymes to build on what they have learnt in EYFS and Year 1.
- In Year 2, the focus is on establishing pupils' accurate and quick word reading skills. Pupils should listen to and discuss a wide range of stories, poems, plays, familiar tales and information books. The sooner the pupil can read well and do so frequently, the sooner they can increase their vocabulary, comprehension and their knowledge across the whole curriculum.
- Content domains explicitly taught and tested at the end of Year 2.
- Children heard read at least once a week - assessment for learning should be frequent - guide children on improving word reading and fluency ability.
- Children taught how to answer specific question types and strands that will be included on the KS1 SAT paper; taught through RAID lessons. Question types attached to the document.

A class text used and read to the children EVERY DAY to ensure modelling of expression, tone and volume.

Key Priorities for reading in Year 2.

These **MUST** be in place:

- Children's reading observed regularly to analyse strengths, self-corrections, substitutions and to identify their next steps.
- Children need access to a variety of digital texts so they can see, read and respond to texts in a wide variety of formats and purposes.
- Provide frequent opportunities for children to read for pleasure - embedded in the classroom routine.
- Children should be able to choose their own reading material- they can read in dialogic groups, as pairs, book clubs, reading aloud, sustained periods of quiet, uninterrupted and independent reading.
- Read to the children at least daily, with opportunities for children to participate, question and give their opinion.
- Reading should have meaningful and purposeful contexts, such as performing poetry, reading for information across the whole curriculum and collaborative reading opportunities.
- Foster a positive reading attitude and maintain children's confidence in reading by frequent modelling.
- Teach phonics systematically, enabling children to read a wide range of vocabulary.
- Encourage improve fluency by supporting children to look at large chunks of words- analytic approach- use syllables.
- Prove word investigations
- Intervene sensitively, in moving children on, based on close observations in a range of contexts.

- Embed comprehension and interpretation of texts by developing questioning skills and inference skills.
- Read illustrations in picture books, look at the deeper meaning.
- Elicit ideas relating to – character motivation, story structure, use of language and encourage drawing upon personal experience.

Key:

Objectives that not highlighted - The child should be demonstrating this objective already been taught. Explicit teaching is required if they are not.

Objectives highlighted in yellow: Objectives that are new and will therefore require explicit teaching.

<u>Key Texts</u>	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Reading for Pleasure/ Storytime	The Wooden Horse by Russell Punter (1 copy)	Text: Little Polar Bear by Hans De Beer (1 copy)	Text: The King Who Threw Away His Throne: Saxon Tales by Terry Deary (1 copy)
RAID/English	The Gruffalo, Julia Donaldson	The Owl Who is afraid of the Dark, Jill Tomlinson	The Tear Thief Carol Ann Duffy
Poetry		Ning, Nang Nong - Spike Milligan	The Three Little Kittens - Eliza Lee Follen

<u>Word Reading and Comprehension Components</u>	Autumn 1	Spring 1	Summer 1
Word Reading	To be secure on all sounds taught Read 70+ words per minute Be secure reading phase 5 high frequency words (90% +) Be secure reading all Y1 common exception words- begin to read Year 2 common exception words. Be secure reading words with the –s, -es, –ing, ed, er, est endings Be secure reading words containing contractions, for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)	Continue to use phonic ability and syllables to read accurately and fluently. Decoding is established- children can self-correct, read with accuracy, fluency and automatically. Continues to read words with common suffixes without hesitation. Continues to read contractions without hesitation. Read further exception words, noting unusual correspondences between spelling and sound. Children are approaching the ability to read 90+ words a minute without undue hesitation.	Read all of the Year 2 common exception words accurately, these are practised regularly and used in the children’s writing-embedded into their schema. Children can begin to expand into the year ¾ word list. Continue to use phonic ability and syllables to read accurately and fluently. Children use their syllable knowledge to read more difficult vocabulary and new vocabulary. Decoding is established- children can self-correct, read with accuracy, fluency and automatically. Continues to read words with common suffixes without hesitation.

	Read accurately by blending the sounds in words containing taught graphemes-recognising alternative sounds. Read words with 2 or more syllables accurately with taught graphemes-recognising alternative sounds. Read books aloud matched to phonic ability, sounding unfamiliar words accurately without undue hesitation. Beginning to independently self -correct in order for the text to make sense. Uses syllables to read unknown polysyllabic words- using knowledge of prefixes/suffixes eg- un-im-por-tant. Automatic decoding is beginning to progress Re-read above books to build up fluency and confidence in word reading.	Can read most of the Year 2 common exception words accurately.	Continues to read contractions without hesitation. Self-correcting is automatic, children can read 90+ words a minute. Children can read fiction, non-fiction and poetry confidently at their age ability after exposure throughout KS1. Re-read above age books to build up fluency and confidence in word reading. Read further exception words, noting unusual correspondences between spelling and sound.
--	---	---	---

Reading Aloud- Fluency- Expression & Tone	Teacher models reading with fluency, intonation and tone- children to copy. Echo reading is implemented- teacher reads part of a text- children copy. Children are explicitly taught to use punctuation to pause (, .) – children are independently pausing at full stops and commas when reading aloud. Children are explicitly taught to change pitch with questions children are now changing pitch when reading texts with question marks. Children are explicitly taught to change pitch with exclamations- children are now changing pitch and experimenting with their voice for different exclamations of	Teacher models reading with fluency, intonation and tone- children to copy. Echo reading is implemented- teacher reads part of a text- children copy. Children continue to take note of question marks/ exclamation marks /full stops when reading aloud. Children are explicitly taught about taking note of further punctuation when reading aloud- , “” -pausing on commas, changing your voice when speech is introduced Children taught about how to use your voice to convey meaning- natural pauses to build suspense- this is heavily modelled to the children- can practise this with echo reading with their teacher Teach the children about intonation and tone- the melody of their voice and how this	Teacher models reading with fluency, intonation and tone- children to copy. Echo reading is implemented- teacher reads part of a text- children copy. Children continue to take note of question marks/ exclamation marks /full stops when reading aloud. Children are explicitly taught about taking note of further punctuation when reading aloud- , “” -pausing on commas, changing your voice when speech is introduced Children taught about how to use your voice to convey meaning- natural pauses to build suspense- this is heavily modelled to the children- can now experiment and do this independently.

	emotion. Recite three familiar poems by heart and performance read these in front of the class- these can be nursery rhymes taught in EYFS/Year 1. After modelling throughout KS1, children can read aloud with intonation and tone, experimenting showing feeling with their voice.	is used to express meaning. Learn a new poem by heart- they use intonation to express meaning by echo reading with their teacher. They performance read the poem to their class.	Learn a new poem by heart- they use intonation to express meaning by echo reading with their teacher. They performance read the poem to their class. Children continue to learn about intonation and tone and how this expresses meaning- this is modelled to them and they have a go when reading aloud independently.
Listening and Discussion	Can listen to, discuss and express views about a range of stories, poems and non-fiction at a level they can read independently. Can participate in discussions about books, poems and other works that they read for themselves- they listen to others and take turns well.	Can discuss their favourite words and phrases- "I like these words because they make it humorous" Can discuss a character- using their own views and using appropriate words and phrases from the text. Can verbally answer questions about the text using sentence starters and in collaboration with others in their class.	Revisit Autumn and Spring 1 Objectives – apply independently to unseen and seen texts- practising their comprehension skills. Practise performance reading.

	Can draw on what they know or on background information provided by their teacher when discussing texts.		
Word Meaning (1a)	Identify words that are unfamiliar and discuss the possible meanings. Discuss the meaning of new words by making links to those already known. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Vocabulary (1a)	Discuss the vocabulary, which is traditionally found in fairy-tales, traditional tales and other stories. Recognise simple recurring literary language and phrases in stories and poetry. Identify my favourite words and phrases in the text. Discuss my favourite words and phrases, identifying which are subject-specific and which are traditionally found within that genre.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Sequencing (1c)	Create a story map to show the order of events in the story and discuss the significance of the events.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Identify key words from the text to add to the story map, including language relating to the passage of time. Create a story map to show the order of events in the story and use this to describe the sequence of events using key words from the text.		
Retrieval (1b)	Identify and highlight the key words within a retrieval question. Scan a paragraph for a specific purpose using the key words from the question. Identify, select and highlight key words in a sentence to answer recall questions. Retrieve and record key phrases and sentences from a paragraph in fiction and non-fiction.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Organisational Features (1b)	Discuss the significance of having a title and why that title has been chosen for that text. Locate paragraphs and identify the similarities and differences in content within each. Explain how items of information are related to one another (including the title).	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

Poetry	Identify the main message in a poem. Echo read a rhyme or poem, mimicking intonation and discussing as a class why the voice has changed. Explain the meaning of 'intonation' and mark-make on a copy of the poem to identify changes in intonation. Learn and appreciate different poems, reciting them by heart with appropriate intonation to make the meaning clear.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
<u>Key Texts</u>	Autumn 2	Spring 2	Summer 2
Reading for Pleasure/ Storytime			
RAID/English	The Man on the Moon - Simon Bartram	The Lion King- Disney Classic	The Tear Thief- Carol Ann Duffy
Poetry	The First Christmas - Marian Swinger	Life Doesn't Frighten Me At All - Mary Angelou	Please Mrs Butler - Allan Ahlberg
<u>Word Reading and</u>	Autumn 2	Spring 2	Summer 2

<u>Comprehension Components</u>			
Word Reading	Reads some of the Year 2 common exception words. Read words with common suffixes (listed below) Is confident in reading contractions Uses syllables confidently to read known and unknown words. Uses phonic knowledge to decode- and reading is becoming automatic and fluent. (around 80+ words a minute) Read further exception words, noting unusual correspondences between spelling and sound.	Read all of the Year 2 common exception words accurately. Continue to use phonic ability and syllables to read accurately and fluently. Decoding is established- children can self-correct, read with accuracy, fluency and automatically. Continues to read words with common suffixes without hesitation. Continues to read contractions without hesitation. Self-correcting is automatic, children can read 90+ words a minute. Children can read fiction, non-fiction and poetry confidently at their age ability after exposure throughout KS1. Re-read above age books to build up fluency and confidence in word reading.	Read all of the Year 2 common exception words accurately, these are practised regularly and used in the children's writing- embedded into their schema. Children can begin to expand into the year ¾ word list. Continue to use phonic ability and syllables to read accurately and fluently. Children use their syllable knowledge to read more difficult vocabulary and new vocabulary. Decoding is established- children can self-correct, read with accuracy, fluency and automatically. Continues to read words with common suffixes without hesitation. Continues to read contractions without hesitation. Self-correcting is automatic, children can read 90+ words a minute.

		Read further exception words, noting unusual correspondences between spelling and sound.	Children can read fiction, non-fiction and poetry confidently at their age ability after exposure throughout KS1. Re-read above age books to build up fluency and confidence in word reading. Beginning to read silently- only for short periods of time for books at their age level. Read further exception words, noting unusual correspondences between spelling and sound.
Reading Aloud- Fluency- Expression & Tone	Children continue to take note of question marks/ exclamation marks /full stops when reading aloud. Children are explicitly taught about taking note of further punctuation when reading aloud- , “” -pausing on commas, changing your voice when speech is introduced Children taught about how to use your voice to convey meaning- natural pauses	Teacher models reading with fluency, intonation and tone- children to copy. Echo reading is implemented- teacher reads part of a text- children copy. Children continue to take note of question marks/ exclamation marks /full stops when reading aloud. Children are explicitly taught about taking note of further punctuation when reading	Teacher models reading with fluency, intonation and tone- children to copy. Echo reading is implemented- teacher reads part of a text- children copy. Children continue to take note of question marks/ exclamation marks /full stops when reading aloud. Children continue to take note of commas and speech marks when

	to build suspense- this is heavily modelled to the children- can practise this with echo reading with their teacher Recite three familiar poems by heart and performance read these in front of the class- these can be nursery rhymes taught in EYFS/Year 1.	aloud- , “” -pausing on commas, changing your voice when speech is introduced Children taught about how to use your voice to convey meaning- natural pauses to build suspense- this is heavily modelled to the children- begins to practise this independently. Children continue to learn about intonation and tone and how this expresses meaning- this is modelled to them and they have a go when reading aloud independently. Learn a new poem by heart- they use intonation to express meaning by echo reading with their teacher. They performance read the poem to their class.	reading aloud. Change their pitch and speed. Children taught about how to use your voice to convey meaning- natural pauses to build suspense- this is heavily modelled to the children- can now experiment and do this independently. Children continue to learn about intonation and tone and how this expresses meaning- this is modelled to them and they have a go when reading aloud independently. Children have a bank of poems/nursery rhymes (at least 5) that they now know off by heart- they can performance read these in front of others. They can confidently use tone and intonation to express the meaning of the poems/nursery rhymes.
--	---	---	--

			They look at play scripts- modelled by the teacher to show how to read them aloud (preparation for KS2)
Listening and Discussion	Begins to express opinions about the books they read independently and can explain their preferences. Can explain and discuss their understanding of books, poems and other material, both that they listen to and read independently.	Revisit Autumn and Spring 1 Objectives – apply independently to unseen and seen texts- practising their comprehension skills. Practise performance reading.	Revisit Autumn and Spring 1 Objectives – apply independently to unseen and seen texts- practising their comprehension skills. Practise performance reading.
Predict (1e)	Predict what the text might be about based on the front cover and the blurb. Predict what might happen on the basis of what has been read so far. Identify background knowledge which links to the focus text. Predict what might happen on the basis of what has been read so far and background knowledge of the text.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Summarise (1c)	Find and highlight the main ideas in a paragraph. Sequence the main ideas in a paragraph.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Identify and describe the main idea in a paragraph.		
Inference (1d)	Make inferences about characters' actions in a story. Make inferences about characters' speech in a story. Discuss how characters' actions and speech could link to our own experiences. Make inferences on the basis of what is being said and done, linking to my own experiences.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Themes and Conventions (1b)	Identify the theme of the text studied and how it relates to everyday life and my other learning. Explore what is meant by the term 'convention' and list and discuss typical story conventions. Identify the typical story conventions within the text. Explain how the theme of the text studied relates to everyday life and my other learning and identify the typical conventions of found within a story.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Poetry	Identify the main message in a poem.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Echo read a rhyme or poem, mimicking intonation and discussing as a class why the voice has changed. Explain the meaning of 'intonation' and mark-make on a copy of the poem to identify changes in intonation. Learn and appreciate different poems, reciting them by heart with appropriate intonation to make the meaning clear.		
--	---	--	--

Reading skills ladders-

Common exception words for reception, year 1 and Year 2

Pink highlighted- repeated words

Reception- children should know how to read these words on entry to year 1.

I	Go	Come	Went	Up	You	Day	Was
---	----	------	------	----	-----	-----	-----

Look	Are	The	Of	We	This	Dog	Me
Like	Going	Big	She	And	They	My	See
On	Away	Mum	It	At	Play	No	yes
For	A	Dad	can	He	Am	All	
is	cat	get	said	to	in	was	

Year 1- children should know how to read these words on exit of year 1.

The	Of	was	you	me	so	Where	once
A	Said	Is	Your	She	By	Love	ask
Do	Says	His	They	We	My	Come	friend
To	Are	Has	Be	No	Here	Some	school
today	were	I	he	go	there	one	put
push	pull	full	house	our	in	was	

Year 2 words- children will start to learn these in year 1 and know all of them by Year 2 end.

Door	Mind	Most	Hold	Break	Last	Plant	Improve
Floor	Behind	Only	Told	Steak	Past	Path	Sure

Poor	Child	Both	Every	Pretty	Father	Bath	Sugar
Because	Children	Old	Everybody	Beautiful	Class	Hour	Eye
Find	Wild	Gold	Even	After	Grass	move	Could
kind	climb	cold	great	fast	pass	prove	should
would	who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents	

Content domains- as taught in reception/Year 1

When you are reading,
don't forget about...

Very Smart Rhinos In Pyjamas



V is for vocabulary
(the words authors use).



S is for sequencing
(the order they choose).

R is for retrieval (find it
and write it down).

I is for inference (asking
'why?' and 'how?').

P is for prediction ('what
will happen next?').

To read like a smart rhino,
just follow these 5 steps!



KS1 and 2 Guided Reading Prompts for the Reading Content Domains (Primary English Education Consultancy)

GUIDED READING PROMPTS (KS1)

1a: Draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc.? Can you find those words?
- Which words and /or phrases make you think/feel...?

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?

1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How has the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

GUIDED READING PROMPTS (KS2)

2a: Give/explain the meaning of words in context

- The writer uses words like ... to describe What does this suggest about... (character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- Find and copy one word meaning.....

- Give the meaning of the word..... in this sentence

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What is happening at this point in the text?
- What happened in the story?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- What evidence do you have to justify your opinion?
- Write down 3 things you are told about ... (character/setting/subject of the text)
- What was revealed at (beginning, middle, end, paragraph)
- Which of these statements is true/false?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Write sub-headings for each paragraph

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that...?

- Can you explain why...?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this?
- Why did the author choose this setting?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What is similar/different about two characters?
- Why do you think the author chose to use a... question/bullet/subheading/table etc. to present the information?
- How does the title/layout encourage you to read on/find information?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- Draw lines to match each part of the text to the correct quotation.

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?

- The writer uses ...words/phrases to describe ... How does this make you feel?
- What do you think the writer meant by... 'x'?
- The author makes an action/description 'like' something else. Why?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc.?
- What do these words mean and why do you think the author chose them?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- Compare and contrast different character/settings/themes in the text

KS1 SAT guidance

Key Stage 1 reading

The reading test for Year 2 pupils is made up of two separate papers:

- Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed
 - Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet
- Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children are not be strictly timed, as the tests are not intended to assess children's ability to work at speed. **The texts in the reading papers cover a range of fiction, non-fiction and poetry**, and get progressively more difficult towards the end of the test. Teachers have the option to stop the test at any point that they feel is appropriate for a particular child.

There are a variety of question types:

- **Multiple choice**
- **Ranking/ordering**, e.g. 'Number the events below to show in which order they happened in the story'
- **Matching**, e.g. 'Match the character to the job that they do in the story'
- **Labelling**, e.g. 'Label the text to show the title'
- **Find and copy**, e.g. 'Find and copy one word that shows what the weather was like in the story'
- **Short answer**, e.g. 'What does the bear eat?'
- **Open-ended answer**, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons

KS1 SATs Reading Papers – Question types (Use these to ask questions in RAID lessons to ensure children are confident to answer all questions that appear in KS1 papers)

Pupils take two reading tests at the end of KS1. Both tests feature a fiction text and a non-fiction text, with accompanying questions. In Paper 1, the text and questions are both within the same booklet and the text is broken up into sections with a few questions after each section. In Paper 2, the texts are in one booklet, with a separate answer booklet.

The questions pupils answer, fall into these main types: Written response Pupils are asked a question or given an instruction and must write an answer in their own words. They are not normally expected to use a full sentence, though many teachers encourage them to do so. The answers to the practice papers in this booklet, are written in full sentences. The number of lines given to respond usually indicates the length of answer expected.

For example:

What did the witch say Jack had to do to break the spell?

Tick box answers

Pupils will be instructed to tick one or more boxes to answer the question. It is important that they read carefully how many boxes they need to tick. For example:

What do ladybirds eat? Tick one box.

Larvae

Spiders

Roses

Greenfly

'Find and copy' questions

Pupils are asked to find and copy a word, phrase or sentence from the text to show their understanding. It is important that they read carefully and understand what they are expected to write down and that they are selective about what they write instead of just copying a chunk of text.

For example:

Find and copy two words which show that the king was angry with his servant.

Fact-finding questions

Used in the non-fiction text section of the papers, these questions ask pupils to retrieve facts from the text.

For example:

Write three facts you have found out about submarines from the text.

1.

2.

3.

Sequencing questions

These questions ask pupils to order events from the story, usually by numbering them from 1 to 4.

For example:

Number these sentences 1 to 4 in the order that they happen in the story:

The bears found Goldilocks.

The bears went for a walk in the woods.

Goldilocks broke Baby Bear's chair.

Goldilocks went into the bears' house.

True or false questions

Pupils will be given a set of statements about the text and have to put ticks in a box to show whether they are true or false.

For example:

Put a tick in the correct box to show whether these statements are true or false.

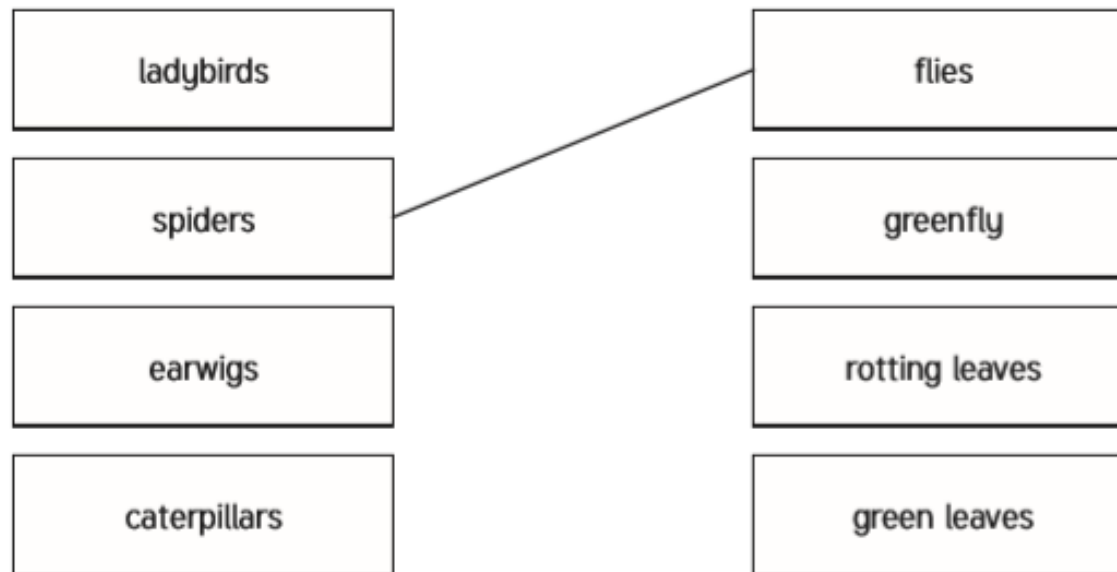
	True	False
Sam told Bella not to come with him on the journey.		
Bella was happy Sam had left her at home.		
Bella did not want to help Sam.		

Drawing a line to match boxes

Pupils will be asked to draw lines between two sets of boxes to match the most appropriate answers.

For example:

Join these boxes to show what minibeasts eat. One has been done for you.



Filling in information in a table

Pupils will be given a partially completed table of information and have to fill in the missing words or phrases.

For example:

Complete this table to show what minibeasts eat.

Minibeast	What they Eat
spiders	
	greenfly
earwigs	
caterpillars	

Filling in the missing word or completing a sentence

Pupils will be given a sentence and asked either to fill in the missing word(s) or to complete the sentence using what they have found out from the text.

For example:

Fill in the missing word in this sentence.

When the wizard found out his spell had failed, he _____ angrily.

or

Finish this sentence.

The wizard yelled angrily because _____.

Fluency Skill map-

Word Reading and Fluency Learning Journey

Preparing for reading aloud with meaning (**fluency-expression-tone**)

Please note: that even when children can independently read fluently with all the key aspects, the class teacher will still model reading fluently on a daily basis to ensure that the skills remain simmering. Teachers should also continue exposing children to familiar tales and nursery rhymes up to year 6.

Skill Ladder	Key Knowledge
Modelled reading of a wide array of texts to children- expression/tone/performing- children repeat	At the beginning of their education and throughout children will be exposed to their teacher/other adults reading aloud to them as frequently as possible. Get the children to repeat the familiar phrases- whole chunks of text. Get the children to change their voices to change the meaning.
Repetition of nursery rhymes/familiar tales	Children need to hear as many nursery/rhymes and familiar tales as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
Repetition of rhyme & alliteration (poems)	Children need to hear as many popular rhymes and poems as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
Model and re-read familiar texts/rhymes/fairy tales	At this point the children will now be able to re-read familiar texts/fairy tales/rhymes aloud and practise their reading aloud skills. Children need to

	be repeating key parts of familiar tales- such as I'll huff and I'll puff and I'll blow your house down. Children need to have a go at performing small parts and reading aloud parts they remember.
Modelled reading of unfamiliar text to children- expression/tone/performing- children repeat.	Children will be able to apply their skills learnt from familiar tales to model the teacher/adults reading of unfamiliar texts too. Good expression should be modelled to the children of unfamiliar texts and get the children to repeat this
Read aloud unfamiliar books above their phonic level after being modelled by teacher	Children will now be able to apply their learning from familiar texts/class texts to read aloud unfamiliar books above their phonic level after their teacher has explicitly modelled this to them. They enjoy this and get to practise their performance reading voice.
Decoding is becoming automatic when reading aloud	Children have passed their phonic screening and can read at 90+ words per minute- developing good expression, tone and intonation which is frequently modelled by their class teacher.
Copies a modelled reading of a poem/play script	Children can mirror the teacher's modelled reading with intonation, actions, volume and correct tone. Children can perform poems and play scripts

	modelled by their teacher and then they have a go at performance reading them.
Reads aloud with expression, intonation and tone- Children are explicitly taught to take into account punctuation and this is heavily modelled	This is regularly modelled by their teacher, and the children follow the reading and can see where the teacher takes note of punctuation. Children should be taught how to change their voice for ? – children’s voices will go higher when asking a question (inflection) !- Explain that this is used to show emotion in their voice- this could be sadness, happiness, shock- dependant on the sentence “- Speech marks- how do you change your voice for someone talking , . - ; :- natural pauses in text when reading aloud Also talk to the children about reading aloud and when you can pause without punctuation to build suspense.
Children can perform a reading of a poem/play script independently.	Children can now read poetry and plays aloud in groups or independently using expression and tone to express meaning. This is still regularly modelled by their teacher but they are beginning to do this automatically now.

Independently takes note of punctuation when reading aloud.	Children understand how comma and full stops are used to join & separate clauses, maintains fluency and understanding when reading. They can use this punctuation to maintain expression in their reading aloud. They can also pause in places where there is no punctuation but to build suspense. This is still regularly modelled by their teacher but they are beginning to do this automatically now.
Independently reads aloud with accuracy, intonation, speed & enthusiasm and at a reasonable speaking pace.	At this stage children can read aloud confidently and reads the majority of words accurately. Their speaking pace is 100+ words per minute and they can vary their speed to portray meaning when reading aloud.
Learns a range of poetry off by heart and can perform these with meaning.	Confidently shows their understanding through intonation, tone, volume and action. This is modelled by their teachers performing poems. (ballad, sonnet, rap, elegy & narrative poems)

Prepares poems and play scripts to read aloud and perform.	Confidently shows their understanding through intonation, tone, volume and action. (Understands pace, movement, gesture and delivery- build tension with their performance). They can show the meaning they have portrayed through their writing through their own performance. This is modelled by their teacher with a poem created from a text or a script from a text.
Reads aloud fluently and effortlessly- showing meaning through intonation and tone.	At this stage children can read aloud confidently and they use their voice effectively by changing the intonation and tone. They know how to use their voice to portray meaning confidently and can do so with unfamiliar texts. This is still regularly modelled by their teacher but children do this automatically now.

KS2 Reading Fluency Package

Teacher guidance and implementation plan

Reading Fluency

- Reading fluency should not be confused with just the point when a reader can read words quickly and accurately. More specifically, it refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression, which enables them to construct the meaning of the text.

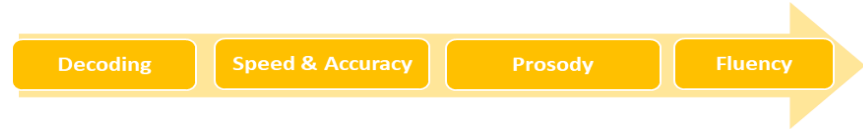
Why?

- Reading fluency is necessary for understanding the meaning of the text. When pupils read too slowly or haltingly the text is broken up into meaningless groups of words; pupils' efforts become focused just on what they are reading rather than putting that effort into extracting its meaning.
- A lack of reading fluency results in a weakness for reading comprehension. Therefore, to improve the outcomes for reading at the end of KS2, reading fluency should be an essential part of reading instruction. With the significant increase in word count and challenge in the end of key stage tests, pupils need to direct most of their cognitive energy to the task of making sense of the text rather than decoding the words.
- Although speed and accuracy, at the appropriate level, are important skills needed for reading fluency, they should go hand in hand with developing proper phrasing, intonation and expression (prosody). This enables the reader to construct the meaning as they read the text.

What?

As pupils learn to read, they move from understanding how letters relate to sounds, to how these sounds can be blended together to form words, then understanding the meaning of these individual words, and what the words mean together when combined in a phrase.

Once they recognise the groups of words that make a phrase or sentence pupils demonstrate their understanding of meaning by knowing which words to emphasise, raising and lowering the volume and pitch of their voices, pausing at appropriate places within the text, speeding up and slowing down where appropriate and using punctuation to cue expression and appropriate inflection. This is the point reading fluency is reached.



Diagnosis

There are several dimensions to assessing reading fluency: reading accuracy, reading speed, prosody (stress and intonation used to contribute to *meaning*) and *reading comprehension*.

- Use Reading Speed texts to assess reading speed and accuracy.
- Use Reading Fluency Check to check prosody.
- Use Reading Questions to assess understanding.

Therapy

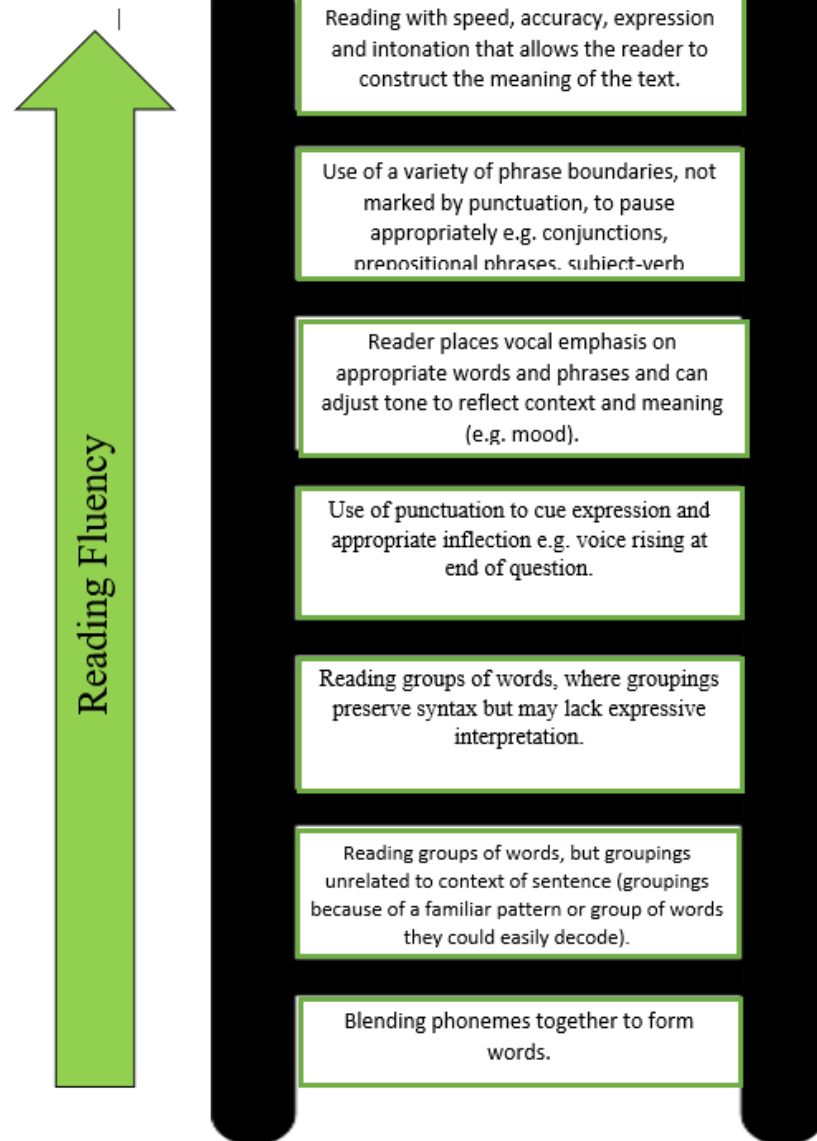
- Timetable weekly explicit Reading Fluency Instruction (recommended 30 minutes per week).
- Use Reading Fluency Strategies across the curriculum.
- Regularly model good oral reading across the curriculum.

Testing

- Regular checks (at least every half term) of reading accuracy, reading speed, prosody and *reading comprehension*.
- Ensure that this remains a priority by making the explicit teaching of reading fluency an inherent part of their standard school diet for developing reading skills.

Blending sounds together to form words		Good visual recall of words and decodes unknown words with some effort		Automatically recognises words, decoding unknown words quickly	
Reads word by word		Reads groups of words, but groupings unrelated to context of sentence		Reads with good phrasing, preserving the syntax	
Uses a monotone or quiet voice		Sometimes reads with volume and expression		Reads with varied volume, intonation and expression, matching the meaning of the text	

Does not pay attention to punctuation marks when reading		Pauses are mostly longer at end punctuation marks and shorter at commas		Pauses appropriately for punctuation marks and uses punctuation to cue expression and appropriate inflection	
Pausing or hesitancy takes away the meaning of the text		Occasional breaks in rhythm, but meaning usually retained once difficulty has been resolved		Reads smoothly and can speed up or slow down at appropriate places in the text	
Pace is slow		Pace is uneven, sometimes too slow or too fast		Reads at a conversational speed and pace is consistent across the text.	
Stresses words in the wrong places		Changes pitch and stresses on some important words		Reader places vocal emphasis on appropriate words and can adjust tone at appropriate points in text to attend to the meaning as they read	



Word reading (decoding) skills ladder-

Skill Ladder	Key Knowledge
<u>Nursery</u> (Phonics ARE should be used in conjunction with this document)	
Letters and sound is the beginning focus of nursery.	Children begin their reading journey using letters and sounds. This will be practised alongside the fluency skills ladder (expression) and should not be taught without this. ➤ Follow the Nursery ARE phonic ladder and the letters and sounds scheme. ➤ Huge focus on identifying, and describing sounds in the environment- exploring sound.
Children understand books and understands the concepts of stories/rhymes/poems	Children should be enthused by books and start to understand the concept of decoding. There will be a large focus on stories, rhymes and poems. ➤ Follow the Nursery ARE phonic ladder and the letters and sounds scheme. ➤ Huge focus on hearing as many familiar stories, rhymes and poems as possible. Children should be secure on understanding rhyme by nursery end.
Begin synthetic, systematic phonic learning (RWI)	When ready, children in nursery will begin RWI programme of study. This is about introducing the children to the initial sounds in words and beginning to orally sound blending. ➤ Follow the Nursery ARE phonics ladder and the letters and sounds scheme. ➤ Children should be able to recognise all set 1 sounds by nursery end and start to Fred talk phonetically plausible words. They will also be able to recognise some red words.
<u>Reception</u>(Phonics ARE should be used in conjunction with this document)	
Systematic-synthetic phonics is taught	Children continue to learn systematic-synthetic phonics- they can link sounds; segment sounds in simple words and blend sounds together. This is practised alongside fluency skills ladder (expression) and should not be taught without this. ➤ Follow the Reception ARE phonic ladder and the RWI scheme. ➤ Practise blending and segmenting as often as possible.

Begin to read captions, sentences and questions.	Children can use their phonic knowledge to begin to read captions, sentences and questions ➤ <i>Model reading these to the children- display in the classroom, become familiar to children. Build up their confidence to read unfamiliar captions, sentences and questions.</i>
Read all reception high frequency words fluently	Children will begin to read all reception high frequency words by reception end. ➤ I, go, come, went, up, you, day, was, look, are, the, of ,we , this, dog, me , like, going, big, she, and , hey, my, see , on, away, mum, it, at, play, no, yes, for, a , dad, can, he , am , all, is, cat, get, said , to, in. ➤ <i>To be displayed in the classroom- read frequently by the children so they know them by sight.</i> ➤ <i>Word tins sent home to practise these words at home.</i>
Read some red words correctly	Children will recognise these words by sight and will be able to read all by reception end. ➤ I, the, me, of, to, no, go into, he, she, we, me, be, was, my , you, her, they, all, are, her , said, what, one, there.
Children are beginning to read multi-syllabic words	Children are beginning to read words with more than one syllable and they can use this as a skill to read aloud- adding to their phonic blending skills for reading. ➤ <i>Introduce children to syllables- teach them explicitly- chunks of speech sound in words.</i> ➤ <i>Clap/use instruments to demonstrate syllables in words</i>
Begin to read familiar books fluently	In reception, children should be reading familiar books at 30-40 words per minute. ➤ <i>These can be familiar tales learnt in both nursery and reception or familiar rhymes.</i>
<u>Year 1</u>(Phonics ARE should be used in conjunction with this document)	
Systematic, synthetic phonics is continued	Children responds correct sound to graphemes for most of the 40+ phonemes. Can do this with familiar words and unfamiliar words. ➤ <i>Children have daily phonics lessons. They should also be practising the GPC regularly.</i>
Reads and understands sentences at their phonic level	Children can begin to read sentences at their level, recognises familiar words in the sentence and attempts to decode unfamiliar words in that sentence. ➤ <i>Children can read full sentences in their phonic books. They practise these at home and in school.</i>

Use phonic knowledge/blend sounds to read unfamiliar words	Children can segment words using sounds and use their phonic knowledge to sound out these words- sometimes in their head and read out loud confidently. ➤ <i>Children have daily phonics lessons, this should also be practised in other lessons regularly.</i>
Read aloud unfamiliar books above their phonic level after being modelled by a teacher	Children can practise reading words that are above their phonic level after their teacher models this to them- again ensure that fluency is also taught alongside this. ➤ Modelling unfamiliar books above their age will enable children to build their confidence in decoding and reading aloud.
Be secure reading phase 2 high frequency and common exception words	Children can read these words confidently with no pause- ➤ a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put, the, to, I, no, go, into
Be secure reading phase 3 high frequency and common exception words	Children can read these words confidently with no pause ➤ will, that, this, then, them, with, see, for, now, down, look, too, he, she, we, me, be, was, you, they, all, are, my, her
Be secure reading phase 4 high frequency and common exception words	Children can read these words confidently with no pause ➤ Went, from, children, little, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so

Read common suffixes	Can read words with the suffixes- -s, -es, -ing, ed, er, est ➤ They should also understand what suffixes are and what they do to change the meaning of a word. ➤ <i>Include words with these suffixes in your WAGOLL for writing- read them to the children, encourage them to use them, read them aloud.</i>
Read contractions and understand what they are	Be secure reading words containing contractions- for example, I'm, I'll, We'll and understands that the apostrophe represents the omitted letters. ➤ <i>Include contractions in your WAGOLL for writing- read them to the children; encourage them to use them, read them aloud.</i>
Be secure reading phase 5 high frequency and common exception words	Children can read these words confidently with no pause ➤ Mr, looked, made, your, came, saw, Mrs, don't, asked, very, make, put, called, old, I'm, by, their, oh, could, about, house, time, day, people, here

Read multi-syllable words confidently	Children now recognise word parts “chunks” in words- this helps them decode multisyllabic unfamiliar words. This eases the decoding burden- as they use this alongside their phonic knowledge. ➤ <i>Continue syllable knowledge used in reception. Clap/instruments syllables in words- use more complex words with suffixes and prefixes and demonstrate using syllables to read them aloud.</i>
Read all year 1 common exception words confidently	Children can read the year 1 words with ease and at pace. They can do this without pausing and without attempting to blend. ➤ <i>Use these words in your WAGOLLS, on your displays and expose children to them as often as possible, reading them as often as possible so they can read them by sight.</i>
Be secure on all sounds and now reading 70+ words per minute	Children can read all sounds taught in year 1 and can blend and segment in their head. They can read at speed, and are beginning to work on their expression whilst reading independently ➤ <i>Children should be taught to be read with expression (fluency skill ladder) and also be reading at a good pace. Demonstrate and model this as often as possible- including in phonics lessons.</i> ➤ <i>The Phonics test should be passed for children to be ARE at year 1 end.</i>
<u>Year 2</u>	

Responds accurately to the graphemes for the 40+ phonemes	Children apply phonic knowledge to decode words confidently- they respond accurately and speedily to the graphemes. ➤ <i>Phonics still needs to simmering throughout year 2- children will need these skills to read unfamiliar words. Recap GPCs, read phonics books aloud practising automatic decoding and expression.</i>
Phonic knowledge and syllable knowledge are confidently used to decode unfamiliar words	Children have now had lots of practise with reading. However, they need to keep practising phonics to help read unfamiliar words. They need to sound out and blend if they get stuck. ➤ Children continue to use their phonic knowledge and syllable knowledge to decode unknown words. This is becoming more automatic- children are spotting patterns and chunks or words which helps reading become more automatic.

Reads aloud and self-corrects independently	Self-correction behaviours are done overtly- this begins to become less apparent as they begin to self-correct in their head. ➤ Let the child read to the end of the sentence- find the error on their own. ➤ Model self-correction to the children, talk about how you can do it in your head. You notice how something doesn't sound right based on the context of the text. Explicitly teach them this, encourage them to practise this when reading their own texts aloud.
Reads suffixes, prefixes, root words and contractions regularly	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.

Decoding is becoming automatic (90+ words per minute)	Children take note of punctuation whilst reading and can do so with good expression, tone and intonation. They read at a good pace, and can slow down or speed up to enhance the meaning of the text.
Children can re-read above age books to build up their fluency and word reading	Children can read aloud books above their age after being modelled by their teacher. This helps them read without having to decode and can use the familiarity to develop fluency and word-reading. ➤ <i>Get children to follow with their finger whilst you read aloud. Get them to repeat the sentence- this will build up their vocabulary and decoding skills.</i>

Children begin to be able to silent read for short periods of time	Children now have strong phonic knowledge and comprehension skills- this will help them read more broadly, confidently and fluently. ➤ At this stage in their reading education they can read silently for short periods of time and understand what they are reading for themselves. Children pick their own books to read to themselves developing their love of reading. ➤ <i>Get the children to practise reading silently. Teach the excitement of reading silently- stepping into the story. Make the reading area enticing, quiet and calm atmosphere.</i> ➤ <i>Model close reading for non-fiction how to find information (can be in foundation subjects) ready for further learning in KS2.</i>
<u>Year 3</u>	
Uses phonic knowledge to decode and reading is automatic	Children use their phonic knowledge to read unfamiliar words- they can use this knowledge if they get stuck on reading words. They read familiar words with ease. ➤ <i>Phonic skills should still be taught in year 3- children to use these to be able to read unfamiliar more complex vocabulary.</i>
Reads aloud with speed, fluency, accuracy and enthusiasm	Children can read aloud confidently at an appropriate speed for the meaning of the text. They can change their speed when it is appropriate and in contexture with punctuation.
Reads aloud and understands words using knowledge- root words, prefixes and suffixes	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Confidently self corrects when text doesn't make sense	Self-correction behaviours are now mostly done in the child's head. They can correct errors without having to blend and decode. ➤ <i>Encourage and model self correction- allow the children to correct their own errors</i>

Continues to read words with multi syllables	Including words beyond taught GPC
Reads aloud complex books beyond their age group- after being modelled by teacher	Children practise reading aloud more complex books by echoing their teacher- this develops their fluency and word reading further.
Read some year 3 and 4 common exception words	Children can read some of the year 3 and 4 common exception words with ease.
Is now confident in word reading silently	Children can now read longer texts for a longer period of time. They are becoming able to read for sustained periods of time. They are beginning to develop skills of close reading for non-fiction.
<u>Year 4</u>	
Reads most words effortlessly and attempts to decode unfamiliar words with automaticity	Most words the children come across they can now read. They still use their phonic knowledge and syllables but this is mostly done in their head.
Reads aloud- continues to use knowledge of root words, prefixes and suffixes.	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Reads all year 3 and 4 words accurately and confidently	All year 3 and 4 common exception words are read accurately and with ease.
Automatically tracks the text and self corrects	Children self-correct as they read and can spot errors easily. They are beginning to track the text and consider what the writer has written and why.
Reads a wide range of challenging texts above their age	Children practise reading aloud more complex books by echoing their teacher- this develops their fluency and word reading further.

Reads silently with stamina	Can read well silently, they have developed different styles for reading. ➤ Close reading for non-fiction ➤ Sustained silent reading for fiction.
<u>Year 5</u>	
Reads the majority of words effortlessly and decodes unfamiliar words effortlessly	Reading is now nearly completely automatic- most words, even unfamiliar words can be decoded in their head.
Reads aloud- continues to use knowledge of root words, prefixes and suffixes.	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Reads some year 5 and 6 common exception words	Reads some year 5 and 6 common exception words with ease.
Reads aloud with accuracy, self corrects with ease and at a reasonable speaking pace	Reading is mostly accurate, with self -correction happening automatically. They read at a good pace appropriate for the meaning of the text.
Reads silently with stamina	Children can silently read for a sustained period of time. They are developing these skills: ➤ Close reading for non-fiction is used independently ➤ Sustained silent reading for complex fiction texts
<u>Year 6</u>	
Reads words effortlessly, decodes unfamiliar words with automaticity	Reading is sufficiently fluent and effortless

Reads aloud- continues to use knowledge of root words, prefixes and suffixes.	Children can read more sophisticated words by using their growing knowledge of suffixes and prefixes and adding these to root words. They use their syllable knowledge and this knowledge combined. Contractions are read and understood with ease.
Reads all year 5 and 6 common exception words	Children can read all common exception words with ease.
Reading aloud is fluent and effortless. Decoding is now completely automatic.	Children read independently, they have a love of reading and read for a range of reasons. This will help build their foundation for secondary school reading.