

# Highfield C of E Primary School

## Long Term Planning



<b>Year:</b>	2	<b>Subject:</b>	Reading	<b>Purpose and intent:</b> To ensure pupils have opportunity to read age appropriate books, at differing levels of challenge. To ensure that all pupils in year 2 are exposed to a range of text types and encouraged to consider deeper comprehension and meaning of vocabulary.
--------------	---	-----------------	---------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Assessment Opportunities

- Half termly assessment in phonics to be recorded centrally
- Termly and half termly age appropriate text to be recorded centrally

### National Curriculum

#### Word reading:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

#### Comprehension:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - 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
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Texts to be read in AUTUMN 1 (within Guided reading)- This is a guide and should be used to ensure consistency, NOT ALL TEXTS MUST BE READ IN THIS HALF TERM only assessment texts MUST be covered.**

**WHOLE CLASS FOCUS TEXT (LINK TO LITERACY)**

**Cycle one:**  
Dragon post\*  
How to light your dragon

**Cycle two:**  
Inside the villain\*  
Traditional tales

**WTS**  
*Children to start on phonically appropriate texts if SEN/reading at a very low level.*


**EXS**  
*Children to start on age appropriate text- phonic text to be used in phonics teaching.*

**GDS**  
*Children to begin on age appropriate text- phonic text to be used in phonics teaching.*

**Assessment**  
**Notes to be recorded in guided reading folders**



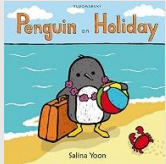
The Three wishes



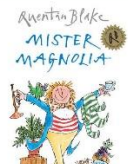
The ant and the grasshopper



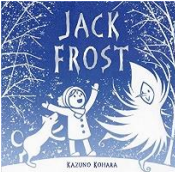
Wild school



Penguin on Holiday





Mr Magnolia



Jack Frost

**WTS:**

- RWI half termly assessment
- Assessment read- The fox and the crow (not filmed)
- Keyword test


The greedy dog



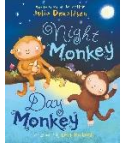
King Midas and the gold




Looking after little Ellie



The Magic Melon



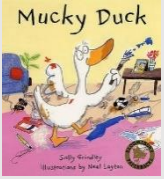

Night Monkey, Day Monkey




My cat likes to hide in boxes

**EXS:**

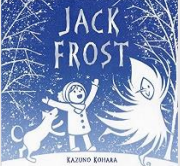
- RWI half termly assessment
- Assessment read- Mucky Duck (not filmed)
- Keyword test

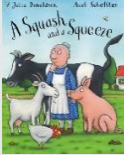
Clever rabbit and the wolves



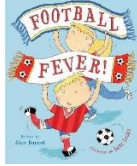
The sun and the wind



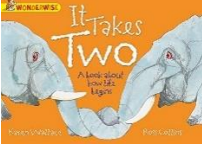
Jack Frost



A squash and a squeeze



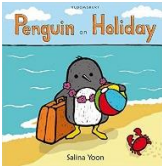
Football fever



It takes two (Non-fiction)

**GDS:**

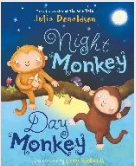
- RWI half termly assessment
- Assessment read- Betty and the Yeti (not filmed)
- Keyword test

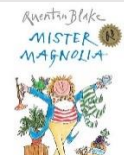
Penguin on Holiday



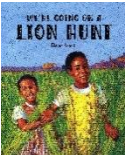
Wild school



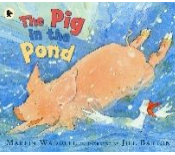
Night Monkey, Day Monkey



Mr Magnolia



We're going on a lion hunt



The pig in the pond

**Additional:**  
Texts read in class as part of story time and within writing lessons.  
Poems and other text types to be read to children within class discussion  
**ALL CHILDREN TO COMPLETE 1X COMPREHENSION SHEET PER WEEK FOR GUIDED READING BOOKS- THIS NEEDS TO INCLUDE A RANGE OF TEXT TYPES**

**Texts to be read in AUTUMN 2 (within Guided reading)- This is a guide and should be used to ensure consistency, NOT ALL TEXTS MUST BE READ IN THIS HALF TERM only assessment texts MUST be covered.**

**WHOLE CLASS FOCUS TEXT (LINK TO LITERACY)**

**Cycle one:**  
Coming to England\*

**Cycle two:**  
Winters Child\*  
A poem for everyday of winter

**WTS**

*Use any texts not read from previous half term*

**EXS**

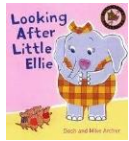
*Use any texts not read from previous half term*

**GDS**

*Use any texts not read from previous half term*

**Assessment**

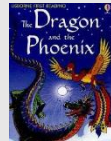
**Notes to be recorded in guided reading folders**



Looking after little Ellie



The Magic Melon



The dragon and the phoenix



The daydreamer



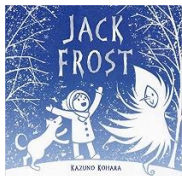
Bella gets her skates on



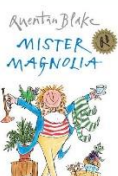
The magic gifts

**WTS:**

- RWI half termly assessment
- Assessment read- Anansi and the bag of wisdom (filmed)
- Keyword test



Jack Frost



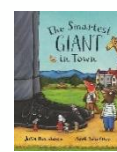
Mr Magnolia



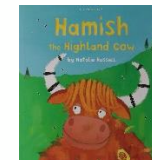
The genie in the bottle



My cat likes to hide in boxes



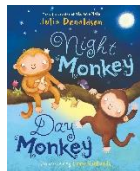
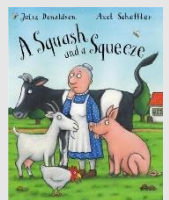
The smartest Giant in Town



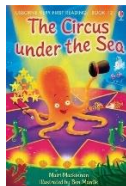
Hamish the Highland cow

**EXS:**

- RWI half termly assessment
- Assessment read- A squash and a squeeze (filmed)
- Keyword test



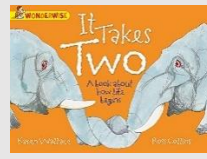
Night Monkey, Day Monkey



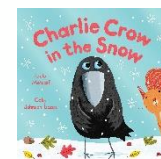
The circus under the sea



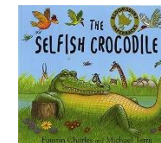
Betty and the Yeti



It takes two (Non-fiction)



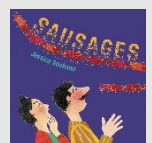
Charlie Crow in the snow



The selfish crocodile

**GDS:**

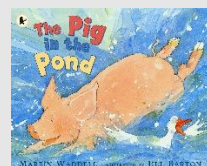
- RWI half termly assessment
- Assessment read Sausages (filmed)
- Keyword test



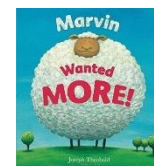
**FOR WTS- include other phonically appropriate texts in order to continue phonic development**



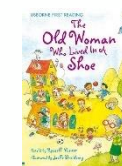
We're going on a lion hunt



The pig in the pond



Marvin wanted more



The old woman who lived in a shoe

**Additional:**

Texts read in class as part of story time and within writing lessons.  
Poems and other text types to be read to children within class discussion

**ALL CHILDREN TO COMPLETE 1X COMPREHENSION SHEET PER WEEK FOR GUIDED READING BOOKS- THIS NEEDS TO INCLUDE A RANGE OF TEXT TYPES**

Texts to be read in SPRING 1 (within Guided reading)- This is a guide and should be used to ensure consistency, **NOT ALL TEXTS MUST BE READ IN THIS HALF TERM** only assessment texts **MUST** be covered. **ALL HIGHLIGHTED TEXTS ARE TO BE USED TO SUPPORT ASSESSMENT AND EVIDENCE GATHERING**

**WHOLE CLASS FOCUS TEXT (LINK TO LITERACY)**

**Cycle one:**  
Little Red\*  
Rapunzel and Hansel and Gretel


**Cycle two:**  
Toby and the great fire of London\*  
Vlad the flea and the great fire of London  
Fire poetry

**WTS**  
*Use any texts not read from previous half term*

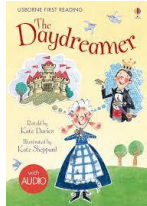
**EXS**  
*Use any texts not read from previous half term*

**GDS**  
*Use any texts not read from previous half term*

**Assessment**  
**Notes to be recorded in guided reading folders**



The genie in the bottle



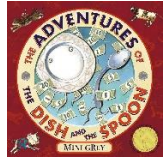
The daydreamer




Football fever



Hamish the Highland Cow



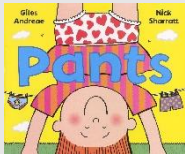
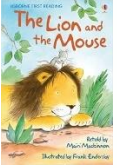
The adventures of the dish and the spoon



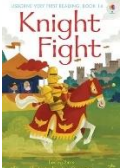
The dinosaurs next door

**WTS:**

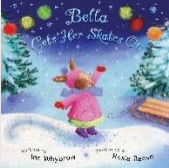
- RWI half termly assessment
- Assessment read x1- **Pants** (filmed)
- Keyword test

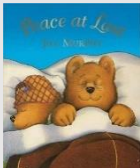
The lion and the mouse



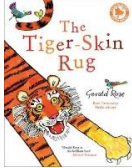
Knight Fight



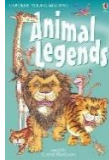
Bella gets her skates on



Peace at last






The tiger-skin rug



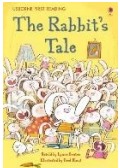
Animal legends

**EXS:**

- RWI half termly assessment
- Assessment read x2 - **Charlie Crow in the Snow** (not filmed) and **Winter's child** (filmed)
- Keyword test

How bear lost his tail



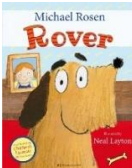
The rabbit's tale




The magic gifts



Sausages




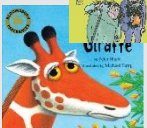
Rover



The story of chocolate (*non-fic*)

**GDS:**

- RWI half termly assessment
- Assessment read x3- **The Twits** (not filmed BUT conferenced) **The lonely Giraffe** (filmed)
- Keyword test

**ADDITIONAL PHONICS TO SUPPORT ANY CHN RETAKING PHONICS SCREENING**



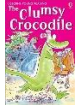
Marvin wanted more



The selfish crocodile



Bringing down the moon



The clumsy crocodile

**Additional:**  
Continue comprehension sheets weekly  
Ensure planned opportunity for **WPM (words per minute) test** and **polysyllabic words test**

Texts to be read in SPRING 2 (within Guided reading)- This is a guide and should be used to ensure consistency, **NOT ALL TEXTS MUST BE READ IN THIS HALF TERM** only assessment texts **MUST** be covered. **ALL HIGHLIGHTED TEXTS ARE TO BE USED TO SUPPORT ASSESSMENT AND EVIDENCE GATHERING**

**WHOLE CLASS FOCUS TEXT (LINK TO LITERACY)**

**Cycle one:**  
Lost in the toy museum \*  
Traction man \*  
The velveteen Rabbit

**Cycle two:**  
The Flower \*  
The Promise \*  
Greta and the Giants

**WTS**

Use any texts not read from previous half term

**EXS**

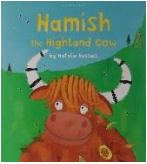


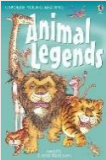



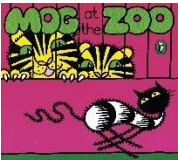
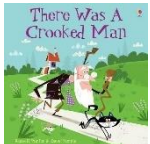
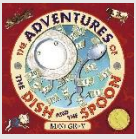


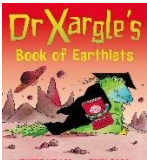

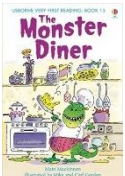
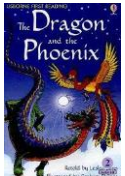
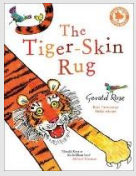
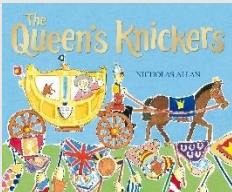
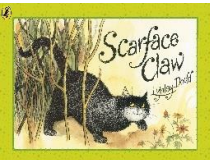
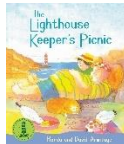


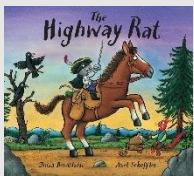
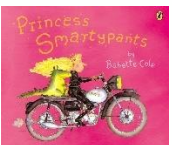
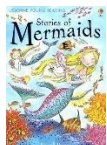
Use any texts not read from previous half term

**GDS**

Use any texts not read from previous half term

**Assessment**

**Notes to be recorded in guided reading folders**

 <p>Hamish the Highland Cow</p>	 <p>Bella gets her skates on</p>	 <p>The dinosaurs next door</p>	 <p>Animal legends</p>	 <p>Big bear little brother</p>	 <p>The sorcerer's apprentice</p>	<p><b>WTS:</b></p> <ul style="list-style-type: none"> <li>RWI half termly assessment</li> <li>Assessment read x2- Peace at last(not filmed) and <b>A Squash and a Squeeze (filmed)</b></li> <li>Keyword test</li> </ul> 
 <p>Mog at the zoo</p>	 <p>There was a crooked man</p>	 <p>The adventures of the dish and the spoon</p>	 <p>The story of chocolate (non-fic)</p>	 <p>The Emperor of Absurdia</p>	 <p>Dr Xardle's Book of Earthlets</p>	<p><b>EXS:</b></p> <ul style="list-style-type: none"> <li>RWI half termly assessment</li> <li>Assessment read x2 – <b>Betty and the Yeti (not filmed)</b> and <b>The Smartest Giant in Town (filmed)</b></li> <li>Keyword test</li> </ul> 
 <p>The monster diner</p>	 <p>The dragon and the phoenix</p>	 <p>The tiger-skin rug</p>	 <p>The Queen's knickers</p>	 <p>Scarface claw</p>	 <p>The lighthouse keepers' picnic</p>	<p><b>GDS:</b></p> <ul style="list-style-type: none"> <li>RWI half termly assessment</li> <li>Assessment read x3- <b>George's Marvellous Medicine (not filmed BUT conferenced)</b> <b>The Snow Queen(filmed)</b></li> <li>Keyword test</li> </ul> 
<p><b>FOR WTS- include other phonically appropriate texts in order to continue phonic development</b></p>		 <p>King Midas and the gold</p>	 <p>The highway rat</p>	 <p>Princess Smartypants</p>	 <p>Stories of mermaids</p>	<p><b>Additional:</b> Continue comprehension sheets weekly Ensure planned opportunity for <b>WPM (words per minute) test and polysyllabic words test</b></p>

**Texts to be read in SUMMER 1 (within Guided reading)- This is a guide and should be used to ensure consistency, NOT ALL TEXTS MUST BE READ IN THIS HALF TERM only assessment texts MUST be covered.**

**WHOLE CLASS FOCUS TEXT (LINK TO LITERACY)**

**Cycle one:**

Last  
Class reader 'The last Bear' (language and depth of text)

**Cycle two:**

Kitty and the woodland wildcat  
The owl who was afraid of the dark

**WTS**

Use any texts not read from previous half term

**EXS**

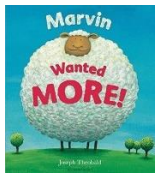
Use any texts not read from previous half term

**GDS**

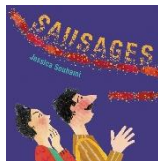
Use any texts not read from previous half term

**Assessment**

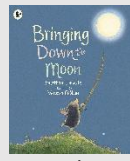
Notes to be recorded in guided reading folders



Marvin wanted more



Sausages



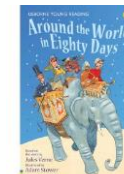
Bringing down the moon



The clumsy crocodile



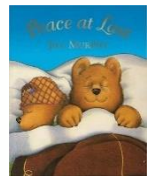
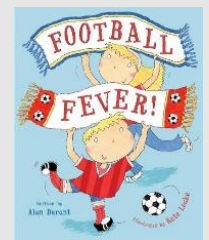
Stories of pirates



Around the world in eighty days

**WTS:**

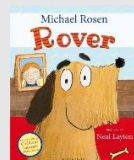
- RWI half termly assessment
- Keyword test
- Assessment text: Football fever (not filmed)



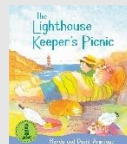
Peace at last



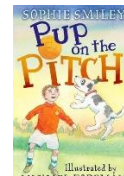
My cat likes to hide in boxes



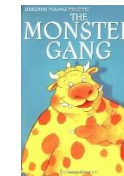
Rover



The lighthouse keepers' picnic



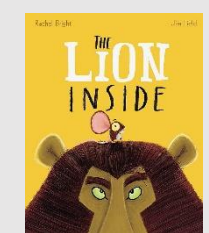
Pup on the pitch



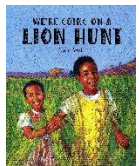
The monster gang

**EXS:**

- RWI half termly assessment
- Assessment text: The lion inside (not filmed)
- Keyword test



The magic gifts



We're going on a lion hunt



Big bear little brother



The sorcerer's apprentice



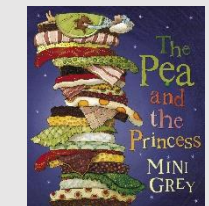
Stories of dragons



The pea and the princess

**GDS:**

- RWI half termly assessment
- Assessment text- The pea and the princess (not filmed)
- Keyword test



**FOR WTS- include other phonically appropriate texts in order to continue phonic development**

TEXTS SHOULD BE LONGER AND MAY SPAN MORE THAN ONE GUIDED READING SESSION

TEXTS SHOULD BE LONGER AND MAY SPAN MORE THAN ONE GUIDED READING SESSION

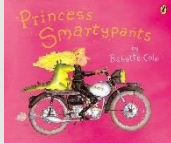
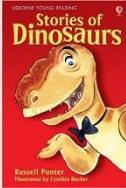
**Additional:**

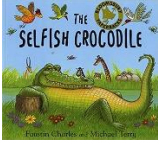
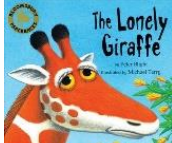
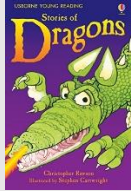

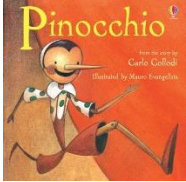
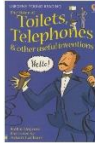
Continue comprehension sheets weekly  
Ensure planned opportunity for **WPM (words per minute) test** and **polysyllabic words test**

**Texts to be read in SUMMER 2 (within Guided reading)- This is a guide and should be used to ensure consistency, NOT ALL TEXTS MUST BE READ IN THIS HALF TERM only assessment texts MUST be covered.**

<b>WHOLE CLASS FOCUS TEXT (LINK TO LITERACY)</b>	<b>Cycle one:</b> A poem for everyday of summer	<b>Cycle two:</b> The enormous crocodile
--------------------------------------------------	----------------------------------------------------	---------------------------------------------

<b>WTS</b> <i>Use any texts not read from previous half term</i>	<b>EXS</b> <i>Use any texts not read from previous half term</i>	<b>GDS</b> <i>Use any texts not read from previous half term</i>	<b>Assessment</b> <b>Notes to be recorded in guided reading folders</b>
---------------------------------------------------------------------	---------------------------------------------------------------------	---------------------------------------------------------------------	----------------------------------------------------------------------------

 King Midas and the gold	 Animal legends	 Princess Smartypants	 Stories of dinosaurs	 The owl who was afraid of the dark	 Mark Spark in the dark	<b>WTS:</b> <ul style="list-style-type: none"> <li>• RWI half termly assessment</li> <li>• Keyword test</li> <li>• Final assessment based on all texts read</li> </ul>
--------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

 The selfish crocodile	 The lonely giraffe	 Stories of dragons	 The minotaur	 Pinocchio	 Toilets, telephones and other useful inventions	<b>EXS:</b> <ul style="list-style-type: none"> <li>• RWI half termly assessment</li> <li>• Keyword test</li> <li>• Final assessment based on all texts read</li> </ul>
------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

 Big bear little brother	 Bringing down the moon	 The pea and the princess	 The monster gang	 The secret garden	 Black Beauty	<b>GDS:</b> <ul style="list-style-type: none"> <li>• RWI half termly assessment</li> <li>• Keyword test</li> <li>• Final assessment based on all texts read</li> </ul>
----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>FOR WTS- include other phonically appropriate texts in order to continue phonic development</b>	TEXTS SHOULD BE LONGER AND MAY SPAN MORE THAN ONE GUIDED READING SESSION	TEXTS SHOULD BE LONGER AND MAY SPAN MORE THAN ONE GUIDED READING SESSION	<b>Additional:</b> Continue comprehension sheets weekly Ensure planned opportunity for <b>WPM (words per minute) test</b> and <b>polysyllabic words test</b>
----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	--------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------