

Year 2 Shared reading planning

Week		Module	Learning Focus	Vocabulary check	Text for shared	Sentence stems
<b>Autumn 1</b>						
1	Review phase 3 and phase 5	Word reading	I know how to read unknown words by saying the phonemes and blending them 'on the run.' (automatically and fluently).	Balancing, daring, circus, acrobat	Fearless Mirabelle Session 1 – slide 1-6 Session 2- 6-9	<b>What do I know now?</b>  <b>When I use my phonics I remember to blend the word and say the word</b>  <b>If I already know it, I can just say it</b>
2	Review phase 3 and phase 5	Wording reading	I know how to read unknown words by saying the phonemes and blending them 'on the run.' (automatically and fluently).	Cartwheeled, earthquake, trembled, wobbled	Fearless Mirabelle Session 3 – slides 10-12 Session 4- slides 13-15	<b>When I use my phonics I remember to blend the word and say the word</b>  <b>If I already know it, I can just say it</b>
3	Review phase 3 and phase 5	Word reading	I know how to read a range of common exception words I know that if I can spot which part of the word is tricky it can help me to remember and read it.	Fearlessly., dives, swooped, delight	Fearless Mirabelle Session 5- slides 16-19 Session 6- review fluency	<b>I see the word, I say the word</b>  <b>I look for tricky parts in words</b>
4	Review phase 3 and phase 5	Word reading	I know how to read and understand words with missing letters by thinking about what the original words were	Cabin, slurp, embroidered trotted, murmured, squabble	Pumpkin soup Session 1 – slides 1-4 Session 2 – slides 5-7	<b>I know this word is made from the words...</b>  <b>The apostrophe shows...</b>
5	Review phase 3 and phase 5	Word reading	I know how to read and understand words with missing letters by thinking about what the original words were	Paste, muttered, sobbed, steep	Pumpkin soup Session 3 - slides 8-10	<b>I know this word is made from the words...</b>

Year 2 Shared reading planning

					Session 4 -slides 11-13	<b>The apostrophe shows...</b>
6	Review phase 3 and phase 5	Word reading	I know that if I spot chunks in words it helps me to read fluently I know how to read words that have 2 or syllables by spotting graphemes and words I know in longer words	Slopped, stared	Pumpkin soup Session 5- slides 14-16 Session 6- slides review	<b>I can chunk longer words</b>  <b>Say that chunk</b> <b>Now put the chunks together</b>  <b>I make my reading sound like talking</b>
7	Review phase 3 and phase 5	Wider decoding skills	I know that to read fluently words in phrases should be read together: (noun phrases e.g. big, bad wolf verbs and adverbs together e.g. smiled happily adverbial phrases e.g. early one morning).	Cellar, barrel, drawing, supper, notion, propped	The three sillies Session 1 P1-6 Session 2 – P10-11	<b>I am looking for the words that fit in the next phrase.</b>  <b>I will read a phrase without pausing.</b>  <b>I read these words together in groups that make sense</b>
8 (4 days)	Review phase 3 and phase 5	Wider decoding skills	I know how to re-read books with expression by emphasising certain words so that they stand out.	Approached, attracted, huddled, peered, mournfully	The three sillies Session 3- 13-18 Session 4 – 19 - 24	<b>I need to read to make the story sound interesting.</b>  <b>I can make my voice rise/fall when I read the word...</b>

Year 2 Shared reading planning

Week		Module	Learning Focus	Vocabulary check	Text for shared	Sentence stems
<b>Autumn 2</b>						
1	Review phase 3 and phase 5	Word reading	I know that I should try an alternative phoneme when a word I have read does not sound right. <b>(most, loved, heard, video)</b>	Hiawatha, mowgli, pantomime,	Amazing Grace Session 1- p1-7 Session 2- p8-12	<b>I can spot the digraph or trigraph in the word...</b>
2	Review phase 3 and phase 5	Wider reading skills	I know how to check that the text makes sense to me as I read by thinking does it look right sound right and make sense. I know how to notice when I have made a mistake because the word I have said does not look right or fit with the meaning of the sentence and I can correct myself.	Seemed, stunning, ballet	Amazing Grace Session 3- p13-16 Session 4- p17-18	<b>That doesn't make sense/look right I will re-read from the beginning of the sentence to fix it</b>
3	Review phase 3 and phase 5	Wider reading skills	I re-read sentences from the beginning if I stopped to decode a difficult word.	Audition	Amazing Grace Session 5- p19-20 Session 6- review	<b>If I stop to use my phonics I go back and reread the sentence</b>
4	Review phase 3 and phase 5	Grammar for reading	I know how to use punctuation at the end of a sentence to help me read with expression by changing my voice depending on whether there is a .? or !	Diet, terrible, straw, itched, huffed, snuffed	The true story of the three little pigs Session 1-p1-5 Session 2- p6-13	<b>It is a full stop – I need to stop. It is a comma – I need a little breath It is a question mark – I need to make my voice sound like I am asking a question  It's an exclamation mark, I need to change</b>

Year 2 Shared reading planning

						<b>my voice to suit the situation</b>
5	Review phase 3 and phase 5	Grammar for reading	I know that question marks are used when a question is being asked and that the pitch of my voice should raise at the end of these sentences.	Darn, bell, shaving, honour, awfully	The true story of the three little pigs Session 3- p14-17 Session 4-p18-21	<b>It is a question mark – I need to make my voice sound like I am asking a question</b>
6	Review phase 3 and phase 5	Grammar for reading	I know that pronouns are words used to replace a noun so that what we read doesn't sound repetitive. I know how to work out who a text is referring to by tracking the simple pronouns e.g. he, she, him, her, they.	Impolite, sackful,	The true story of the three little pigs Session 5- p22-end Session 6- review	<b>This word refers to It links back to this noun... This tells me... This word is talking about...</b>
7	Review phase 3 and phase 5	Reading comprehension strategies	I know that reading the whole sentence can help me to understand a word. I know how to work out what a word means by reading the whole sentence and replacing the word with others that make sense.	Mrs, customers, manager, sack, Ma	Mrs Wobble the waitress Session 1- p 1-4 Session 2- p 5-9	<b>I read the whole sentence and I think the word must mean...  I tried ..... and it seems to make sense</b>
8	Review phase 3 and phase 5	Reading comprehension strategies	I know that background knowledge can come from what I have experienced, learnt about, read or watched.	Fishing net, menus, Master, fortune, owe, peeped	Mrs Wobble the waitress Session 3 – p 10-14 Session 4 – p 15-end	<b>I already know... I remember when... This reminds me of what happened to me once when...</b>

Year 2 Shared reading planning

Week		Module	Learning Focus	Vocabulary check	Text for shared	Sentence stems
<b>Spring 1</b>						
1	Booster sessions	Reading comprehension strategies	I know how to make detailed moving pictures in my head when I read stories.	Jewels, treasure, raided, pistols	Pirate Bob Session 1- p1-3 Session 2- p5-7	<b>The picture in my head is...</b> <b>Now the picture is</b> <b>In my mind I can see...</b>
2		Reading comprehension strategies	I know how to make inferences such as what a character is like and what a character is thinking and feeling from their actions or what they say.	Loot, galleon, cannon, fuse, wavers	Pirate Bob Session 3 – p11-13 Session 4 –p17-18	<b>I’m thinking / inferring... because</b>  <b>From what he is doing/saying</b>  <b>This shows me that</b> <b>This tells me that</b>
3		Reading comprehension strategies	I know that as the story moves on the settings and characters may change.	Among, emeralds, scar	Pirate Bob Session 5- p22 Session 6- 27-29	<b>So, basically, what has happened is...</b>
4		Response to text  Wider decoding skills	I know a wider range of words that can be used to describe characters or places. I know how to scan text to find answers to questions or specific words.	Dangerous, dim, cellar, smuggled  Junk, wrinkled, disappointed	The flower Session 1- slides 1-8 Session 2- slide 9-12	<b>I have found the word...</b>  <b>I think the answer might be ...I will go back and check.</b>
5		Word reading	I know that a suffix is a letter or group of letters that is added to the end of a word and changes the words meaning. I know how to read words with common suffixes ed,	Overjoyed, heaps, slopes	The Flower Session 3- slide 13-18  Session – recap (read with fluency)	<b>When I use my phonics I remember to blend the word and say the word</b> <b>I can see the suffix...</b>

Year 2 Shared reading planning

			ing, est, er, ful by spotting them.			
6	NON FICTION	Wider decoding skills	<p>I re-read sentences from the beginning if I stopped to decode a difficult word.</p> <p>I know that you can read parts of NF texts to find the information.</p> <p>Index/contents</p>	Bulbs, Marigold, sweet pea, cornflower	<p>I can grow a sunflower</p> <p>Session 1- p1-6</p> <p>Session 2 -p7-14</p>	<b>If I stop to use my phonics I go back and reread the sentence</b>
Week		Module	Learning Focus	Vocabulary check	Text for shared	Sentence stems
<b>Spring 2</b>						
1		Grammar for reading	<p>I know that question marks are used when a question is being asked and that the pitch of my voice should raise at the end of these sentences.</p> <p>I know that exclamation marks are used to indicate strong feelings e.g. surprised, anger or a raised voice.</p>	Enticing, pounced Shimmied Gravel Bawled	<p>The tear thief</p> <p>Session 1- p1-8</p> <p>Session 2- p9-14</p>	<p><b>It is a comma – I need a little breath</b></p> <p><b>It is a question mark – I need to make my voice sound like I am asking a question</b></p>
2		<p>Response to text</p> <p>Reading comprehension</p>	<p>I know how to link my own experiences to what I am reading by thinking about when I have done things similar to those in the book.</p> <p>I know how to talk about the language used in what I read by talking about the words and phrases I like or find interesting.</p>	Purloined, flushed, deepening dusk, perched	<p>The tear thief</p> <p>Session 3 – pg- 15-20</p> <p>Session 4 – pg 21-26</p> <p>Class read- to the end</p>	<p><b>I already know...</b></p> <p><b>I remember when...</b></p> <p><b>I really like.... because</b></p> <p><b>I don't like.... because</b></p>

Year 2 Shared reading planning

3		Wider decoding skills	<p>I know that to read fluently words in phrases should be read together: (noun phrases e.g. big, bad wolf verbs and adverbs together e.g. smiled happily adverbial phrases e.g. early one morning).</p> <p>I know how to re-read books with expression by emphasising certain words so that they stand out.</p>	Afford, scorched, shrieked, marvellous, faint, gasped and demanded	<p>The dragon ride Session 1- p5-8 <b>Read together p17-22</b> Session 2-p10-16</p>	<p><b>I am looking for the words that fit in the next phrase.</b></p> <p><b>I will read a phrase without pausing.</b></p> <p><b>I need to read to make the story(text) sound interesting.</b></p>
4		Wider decoding skills	<p>I know how to check that the text makes sense to me as I read by thinking does it look right sound right and make sense.</p> <p>I know how to notice when I have made a mistake because the word I have said does not look right or fit with the meaning of the sentence and I can correct myself.</p> <p>I re-read sentences from the beginning if I stopped to decode a difficult word.</p>	Immediately, gazed, handkerchief, carved, spell	<p>The dragon ride Session 3-p23-26 <b>Read together p 27-31</b> Session 4- p32-37 <b>Read together – p38-42</b></p>	<p><b>That doesn't make sense I will re-read from the beginning of the sentence to fix it</b></p> <p><b>That doesn't look (sound) right. I will go back and do a slow check</b></p>
5		Reading comprehension strategies	<p>I know that I should use what I have read so far to make predictions.</p> <p>I know how to give reasons for given predications by explaining what has happened so far and what</p>	Unfurling Eager, lashed, hastily, obeyed	<p>The dragon ride Session 5 – p43-50 <b>Read together 51-56</b> Session 6 – p57-62 <b>Read together 63-66</b></p>	<p><b>I wonder how/ why / where / when...?</b></p> <p><b>What if...?</b></p> <p><b>It might be...</b></p>

Year 2 Shared reading planning

			might happen because of this.			
6		Wider decoding strategies	<p>I know that I should check that each sentence makes sense to me as I read.</p> <p>I know how to fix my understanding of a sentence by re-reading it.</p>	Trail, pale, spade, banks	The dragon ride Session 7-67-72 Session 8- 73-78	<p><b>That doesn't make sense</b> <b>I will re-read from the beginning of the sentence to fix it</b></p> <p><b>I am not sure that I know the answer. I will go back and check.</b></p>
7		Reading comprehension strategies	<p>I know that fiction and non-fiction texts are presented differently.</p> <p>I know how to identify whether a text is fiction or non-fiction by the way it is presented.</p>	<p>Northern, capital, ancient, windswept, textiles, tweed</p> <p>Bog, traditional, thatched, cruel, Derby, catholic, communion</p>	<p>A Visit to Ireland Session 1- (p4-5) (p8-9) (p14-15)</p> <p>Session 2- (p10-11) (p6-7) (p22-23) (p26-27)</p>	<p><b>I know that this is a non-fiction book because it contains facts</b></p> <p><b>An interesting fact about Ireland is...</b></p>

Year 2 Shared reading planning

Week		Module	Learning Focus	Vocabulary check	Text for shared	Sentence stems
<b>Summer 1</b>						
1		Response to text	I know how to talk about the language used in what I read by talking about the words and phrases I like or find interesting.	Valley, smothered, pot-bellied, dwarf, cocky, trotting, lean	Fantastic Mr Fox Session 1- p1-5 Session 2- 7-9 <b>Read together p10-14</b>	<b>The picture in my head is...</b> <b>Now the picture is</b>  <b>I don't know what this word means</b>  <b>I am thinking it might mean ... because that would make sense</b>
2		Response to text	I know a wider range of words that can be used to describe characters or places.	Deafening, shovels, scraped, hatchets, undefeated, surrounded	Fantastic Mr Fox Session 3 – p15-19 <b>Read together p20-25</b> Session 4 –p26-30 <b>Read together p31-36</b>	<b>I looked in the picture and I think the word must mean...</b>  <b>This reminds me of...</b>
3		Response to text	I know how to describe what has happened in a story by explaining how events are related.	Plump, murmured, plucking, chaos, luscious, ravenously, morsels	Fantastic Mr Fox Session 5-p37-42 <b>Read together 43-47</b> Session 6-p48-53 <b>Read together – p54-57</b>	<b>So, basically this means...</b> <b>I now know that...</b> <b>This tells me that...</b> <b>I have to change my mind...</b>

Year 2 Shared reading planning

4 (4 days)		Response to text	I know that messages or lessons to be learned can be the same in a range of different stories.	Cellar, tremendous, banquet, poaching, belch, colossal, famished	Fantastic Mr Fox Session 7-p58-62 Read together p63-67 Session 8- p69-76 Read together p77-82	<b>This reminds me of I think the main idea of this is... It makes me think about...</b>
---------------	--	------------------	--	--	---	--

Week		Module	Learning Focus	Vocabulary check	Text for shared	Sentence stems
	<b>Summer 2</b>					
1		Wider decoding skills	I know that to read fluently words in phrases should be read together: (noun phrases e.g. big, bad wolf verbs and adverbs together e.g. smiled happily adverbial phrases e.g. early one morning). I know how to re-read books with expression by emphasising certain words so that they stand out.	Lunatics, stern, gritted, Walkman, swatted, squealed	Spud Murphy Session 1- p1-5 Class read p6-11 Session 2- p12-20	<b>I need to read as if I am talking.  I need to read to make the story(text) sound interesting.</b>
2		Wider decoding skills	I know how to check that the text makes sense to me as I read by thinking does it look	Urchins, planks, hysterics, motion,	Spud Murphy Class read p21-24 Session 3-p25-29	<b>That doesn't make sense I will re-read from the beginning of the sentence to fix it</b>

Year 2 Shared reading planning

			<p>right sound right and make sense.</p> <p>I know how to notice when I have made a mistake because the word I have said does not look right or fit with the meaning of the sentence and I can correct myself.</p> <p>I re-read sentences from the beginning if I stopped to decode a difficult word.</p>	<p>snagged, plucked</p>	<p>Class read – p30-32</p> <p>Session 4- p33-37</p> <p>Class read p38-42 (up to 'only it wasn't a pirate ship')</p>	<p><b>That doesn't look (sound) right. I will go back and do a slow check</b></p>
3		Wider decoding skills	<p>I know how to scan text to find answers to questions or specific words.</p>	<p>Eternity, doomed, dreading, mischief, tragedy</p>	<p>Spud Murphy Session 5-p43-47</p> <p>Class read p48-54</p> <p>Session 6- p55-59</p> <p>Up to 'I gasped Action Man is buried?'</p> <p>Class read p 59-69</p>	<p><b>I think the answer might be ...I will go back and check.</b></p> <p><b>I have found the word. Now I will read the sentence with the word in it.</b></p>
4		Wider decoding skills	<p>I know that question marks are used when a question is being asked and that the pitch of my voice should raise at the end of these sentences.</p> <p>I know that exclamation marks are used to indicate strong feelings e.g. surprised, anger or a raised voice.</p> <p>I know how to use punctuation at the end of a sentence to help me read with expression by changing</p>	<p>Parachute, pleases, outwitted, shrinking</p>	<p>Spud Murphy Session 7-p70—77</p> <p>Class read p78-81</p> <p>Session 8- p 82-90</p>	<p><b>It is a question mark – I need to make my voice sound like I am asking a question</b></p> <p><b>It is an exclamation mark – I need to change my voice to suit the situation</b></p>

Year 2 Shared reading planning

			my voice depending on whether there is a .? or !			
5		Reading comprehension strategies	I know how to retell using labels, subheadings or by looking back in the text to find information.	Atomic bomb, eruption, tsunami, molten rock, ash, crater  Mantle, crust, magma, plates, vent,	Violent Volcanoes  Session 1- (p4-5) (p6-7) (p8-9)  Session 2 – (p10-11) (p14-15) (p26-27)	<b>An interesting fact is...</b>  <b>I know that this word means...</b>
6		Reading comprehension strategies	I know how to identify whether a text is fiction or non-fiction by the way it is presented.	Caldera, geysers	Violent Volcanoes  Session 3- (p22-23)	<b>I know that this is a non-fiction book because it contains facts</b>  <b>An interesting fact about Ireland is...</b>