

St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith



Key Learning in Reading – Years 2 & 3

Key Learning in Reading: Year 2	Key Reading in Writing: Year 3
Word reading	Word reading
<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<ul style="list-style-type: none"> Read books at an age appropriate interest level.
<ul style="list-style-type: none"> Read frequently encountered words quickly and accurately without overt sounding and blending. 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words
<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. 	
<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. 	
<ul style="list-style-type: none"> Read accurately words of two or more syllables that contain alternative sounds for grapheme <i>e.g. shoulder, roundabout, grouping.</i> 	
<ul style="list-style-type: none"> Read further common exception words, noting the tricky part. 	
<ul style="list-style-type: none"> Read words containing common suffixes, e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y. 	<ul style="list-style-type: none"> Use suffixes to understand meanings <i>e.g. -ly, -ous</i> Use prefixes to understand meanings <i>e.g. un-, dis-, mis-, re-, pre-, im-, in-</i>
<ul style="list-style-type: none"> Re-read books to build up fluency and confidence in word reading. 	
<ul style="list-style-type: none"> Read longer and less familiar texts independently. 	
<ul style="list-style-type: none"> Work out unfamiliar words by focusing on all letters in the word <i>e.g. not reading place for palace.</i> 	
	<ul style="list-style-type: none"> Read and understand words from the Year 3 list (<i>selected from the statutory Year 3/4 word list</i>) – see below.
Comprehension	Comprehension
-Developing pleasure in reading and motivation to read	-Developing pleasure in reading and motivation to read
<ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and contemporary and classical poetry. 	<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, <i>e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</i>

<ul style="list-style-type: none"> Recognise the use of repetitive language within a text or poem (<i>e.g. run, run as fast as you can</i>) and across texts (<i>e.g. long, long ago in a far away land...</i>) 	<ul style="list-style-type: none"> Regularly listen to whole novels read aloud by the teacher.
<ul style="list-style-type: none"> Orally retell a wider range of stories, fairy tales and traditional tales. 	<ul style="list-style-type: none"> Orally retell a range of stories, including less familiar fairy stories, fables and folk tales, <i>e.g. Grimm's Fairy Tales</i>.
<ul style="list-style-type: none"> Sequence and discuss the main events in stories and recounts. 	<ul style="list-style-type: none"> Sequence and discuss the main events in stories.
<ul style="list-style-type: none"> Read a range of non-fiction texts which are structured in different ways, including information, explanation, instructions, reports, recounts. 	<ul style="list-style-type: none"> Read a range of non-fiction texts, <i>e.g. information, discussion, explanation, biography and persuasion</i>.
<ul style="list-style-type: none"> Learn and recite a range of poems using appropriate intonation. 	<ul style="list-style-type: none"> Recognise some different forms of poetry, <i>e.g. narrative, calligrams, shape poems</i>. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
	<ul style="list-style-type: none"> Identify and discuss themes, <i>e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.
	<ul style="list-style-type: none"> Identify and discuss conventions, <i>e.g. numbers three and seven in fairy tales, magical sentence repeated several times</i>.
<ul style="list-style-type: none"> Make personal reading choices and explain reasons for choices. 	
<p>Comprehension - Understanding books which they can read themselves and those which are read to them</p>	<p>Comprehension - Understanding books which they can read themselves and those which are read to them</p>
<ul style="list-style-type: none"> Introduce and discuss key vocabulary, linking new meanings to known vocabulary. 	
<ul style="list-style-type: none"> Identify and discuss favourite words and phrases. 	<ul style="list-style-type: none"> Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
<ul style="list-style-type: none"> Use morphology to work out the meaning of unfamiliar words <i>e.g. terror, terrorised</i>. 	<ul style="list-style-type: none"> Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read.
<ul style="list-style-type: none"> Use tone and intonation when reading aloud. 	<ul style="list-style-type: none"> Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud.
<ul style="list-style-type: none"> Activate prior knowledge and raise questions, <i>e.g. What do we know? What do we want to know? What have we learned?</i> 	<ul style="list-style-type: none"> Raise questions during the reading process to deepen understanding, <i>e.g. I wonder why the character</i>.
<ul style="list-style-type: none"> Check that texts make sense when reading and self correct 	
<ul style="list-style-type: none"> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. 	
<ul style="list-style-type: none"> Explain and discuss their understanding, giving opinions and supporting with reasons <i>e.g. Hansel was clever when he put stones in his pocket because...</i> 	<ul style="list-style-type: none"> Discuss their understanding of the text.
<ul style="list-style-type: none"> Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, how why questions. 	
<ul style="list-style-type: none"> Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. 	
<ul style="list-style-type: none"> Identify how specific information is organised within non-fiction texts, <i>e.g. sub-headings, contents, bullet, points, glossary, diagrams</i>. 	

Word lists for reading and spelling

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	