




Year Two English – Reading		Intent	Implementation			Impact
		At St. John Vianney Primary, we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach.	At St. John Vianney Primary, within our English curriculum, we have incorporated key age-appropriate class reader texts to celebrate and promote the value of literature and language to our children. These books are used to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills, as well as develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum. We implement various strategies to ensure children are exposed to a wide range of vocabulary ensuring opportunities to verbalise and apply higher-level language in all areas of learning. A love of reading is encouraged by an ever increasing range of provision such as: <ul style="list-style-type: none"> • Regular library visits for all classes and all children able to take a library book home • author visits • whole school events and celebrations • competitions and class based rewards • daily reading of a class story for pleasure • book related parent workshops • bedtime book box (KS1 & 2) story sack (Reception) sent home weekly 			At St. John Vianney Primary, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of formative and summative assessment procedures, whilst always considering the age-related expectations for each year group. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school.
Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying
I can read at a speed of 90 words per minute.	I can explain my understanding of independent reading by answering simple questions about what I have just read.	I can make predictions using my own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	I can make inferences about characters' feelings using what they say and do to infer basic points.	I can generate literacy recall questions of my own which go with the text I am reading before, during and after reading.	I can retell and order events from the text.	I can begin to find the meaning of new words using the context of the sentence. I can use pictures to help support this skill.
I can develop expression when reading aloud, particularly where			I can begin, with support, to pick up on more subtle references.	I can use my own question words and begin to be able to change my questions	I can begin to discuss how events are linked.	





characters are speaking in a story.				as I progress through the text		
					I can focus on the main content of the story.	
	Year 2 Outcomes					

