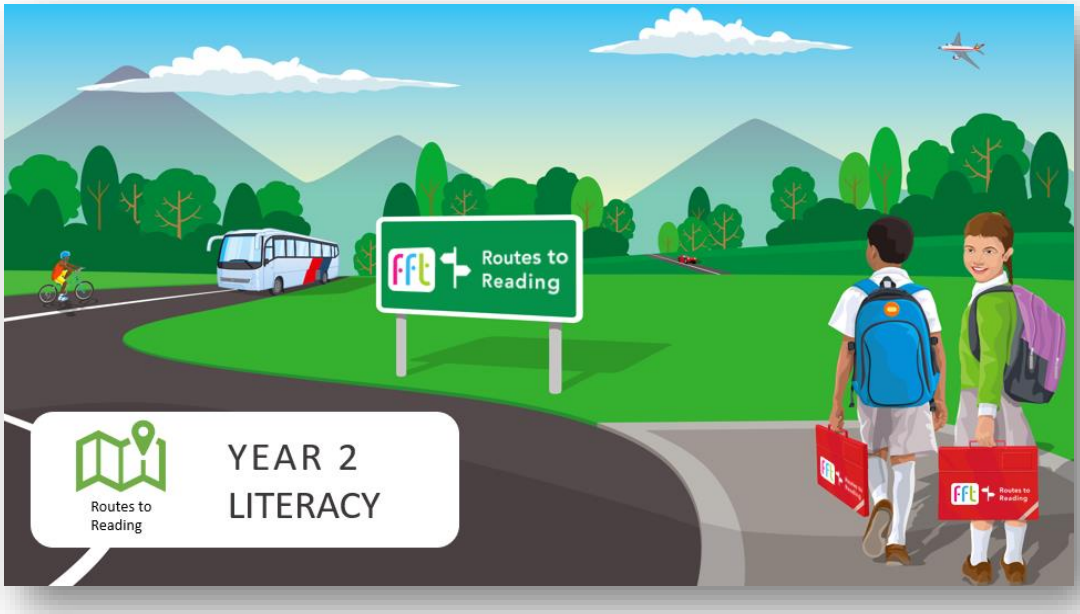
ROUTES TO Reading

Programme Guide v1.0

Year 2 Routes to Reading Programme Guide



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1. Introduction

Come on our Year 2 reading journey, designed to enable pupils to master the skills, knowledge and understanding for reading fluency and comprehension.

Our Year 2 reading programme, 'Routes to Reading', supports pupils on their reading journey. On their route, they will experience texts from a range of genres and text types. Each of the 15 texts in the Year 2 series has 10 session plans, set out as Maps. These Maps will guide the teacher and the pupils through the learning, with the aim to reach the end of each text journey with reading success - meeting the intended learning objectives and goals from the Year 2 National Curriculum for Reading.

Each set of Maps includes opportunities for pupils to use and refine comprehension strategies and use a bank of reading journal activities. The Maps have a 'Teach and Read' section followed by a chance to 'Apply and Review'.

The programme builds on pupils' phonemic knowledge, decoding, fluency and comprehension skills from Year 1. Progression from decoding to increased fluency and comprehension will come from quality teaching, modelling, practise and application across the programme.

The programme is easily accessible in digital form as part of your subscription, with books and Maps available to download and print. It is recommended that the books are purchased as hard copies; these are available at cost-effective prices and ordered through the Order Portal.

Routes to Reading is supported by and strengthened with FFT's Spelling with the Jungle Club and summative assessments can be carried out using FFT's Reading Assessment Programme (RAP).

Pedagogy

The Routes to Reading programme incorporates evidenced-based research and practice from the Education Endowment Foundation (EEF) and from the DfE's Reading Framework.

To make the journey smooth and successful, small, accompanying guidance documents have been created that detail the underpinning pedagogy- they are included in this programme guide. It is intended that these will be kept close at hand, guiding the teaching and learning that takes place. One idea is to explain to the pupils that these guides are in an imaginary travel book bag. (This could then be expanded as an idea for display to engage pupils and motivate them on their reading journey.)

Guides to help the journey:

- A guide for reading comprehension strategies and question types
- Key vocabulary and/or glossary lists for each text in the series
- A guide to reading journal activities
- A guide to Co-operative Learning strategies

Adaptive Teaching and Scaffolds

The plans have been designed to allow teachers to adapt the teaching to the pupils' needs, allowing for choices to be made from the content in the Maps. The plans offer opportunities to develop reading skills by using comprehension strategies in a combined way so that pupils develop the ability to predict, clarify, question and summarise for meaningful reading experiences and to comprehend the chosen text. Pupils learn to:

- Build background
- Make predictions
- Check and understand key vocabulary
- Clarify for meaning and understanding
- Ask and answer questions
- Summarise what they have read

These strategies are applied to the reading materials so that pupils have opportunities to read for deeper meaning and improve their vocabulary, decoding, fluency and comprehension skills.

The plans are designed to be used for whole-class teaching sessions with pupils working within the Year 2 curriculum expectations. Some pupils may need the reading to be broken down into smaller sections, while others may be able to read the text with higher levels of fluency. The Maps provide suggestions/guidance about how much of the text ought to be read for that session. There is flexibility so that teachers can make a judgement based on how well the pupils are reading and comprehending and can move at a pace appropriate to the needs of the pupils in their class.

The plans offer a range of ideas and activities that will allow teachers to adapt and scaffold learning appropriately. For example, questions can vary in complexity, reading extracts can vary in length, reading journal activities can be shortened or lengthened as appropriate and a range of higher order questions and expectations can be put in place for those pupils who are able to grasp the concepts and ideas more quickly or who have a higher level of reading fluency and comprehension.

Reading journal activities have been included within each daily plan as part of the 'Apply' section of each Map. If fluency isn't strong, more time will be need to be given to the 'Teach and Read' section, leaving teachers to decide how much time to allocate to the more independent reading journal tasks.

How to Support and Model Fluency

The Year 2 Routes to Reading programme builds on the EEF's guidance around reading fluency. There is an expectation within the programme that fluent reading is modelled by an adult or peer and pupils then read the same text aloud and repeatedly. Re-reading the text a number of times, or until the pupils reach a suitable level of fluency, supports the development of the key components that fluent readers demonstrate: accuracy, automaticity and prosody (EEF, 2021).

EEF Literacy Guidance, (2021)

The sequence of Maps allows the pupils to use: choral read, echo read, partner read and independent read for the text for each book. Once pupils develop their fluency and adopt a fluent reading style, they can free up cognitive resources and redirect them towards reading comprehension. Explicit teaching and practice enable pupils to acquire a fluency in reading which is essential for future reading success. The teacher provides support by modelling fluency and, gradually, this support is reduced so that the pupil is capable of reading independently with increased fluency.

2. Maps and Resources

The Year 2 Routes to Reading programme:

- Offers a daily programme with a year's worth of planning and resources
- Teaches comprehension, fluency and vocabulary
- Includes a wide range of genres, themes and illustrations
- Uses a wide range of engaging texts, selected by FFT

Each text has **10 Maps** which will guide the teacher and the pupils through the learning with the aim to reach the end of each text journey with reading success. Each Map is approximately **30 minutes** long.

The Maps follow a similar structure but differ slightly according to the text.

Maps	Teach and Read	Apply and Review	
1	Build Background / Predict *(10m)*	Reading Journal Activity *(15m)*	Set Purpose / Wonderings
2	Comprehension Strategies / Choral Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
3	Comprehension Strategies / Choral Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
4	Comprehension Strategies / Echo Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
5	Comprehension Strategies / Echo Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
6	Comprehension Strategies / Partner Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
7	Comprehension Strategies / Partner Read *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
8	Comprehension Strategies / Independent Reading *(10m)*	Reading Journal Activity *(15m)*	Review *(5m)*
9	Independent Reading: Words Correct Per Minute (WCPM) *(7m)*	Reading Journal Activity Question Time *(18m)*	Review *(5m)*
10	Comprehension Strategy Review / Book Review *(20m)*	Reading Celebration *(10m)*	

N.B Timings provided as a guide only

Teach and Read

Within this section of the Map:

- ✓ Repetition is your friend
- ✓ Fluency is modelled
- ✓ Strategies are embedded
- ✓ Pupils read for purpose and meaning

The 'Teach and Read' section of each Map has two parts. At the start of each lesson, the activity allows pupils to delve deeper into the text for meaning and understanding. Following on from this, pupils develop the fluency of their reading with either a choral read, echo read, partner read or independent read.

Below is an example taken for Map 4: Extreme Earth, followed by an explanation of each reading type.

Map 4 – Extreme Earth

Teach and Read	
Check Predictions	Reflect on the reading from the choral reading sessions. **Ask the children:** What were your predictions? Did they change as you read more of the text? If so, what made you alter your thinking?
Echo Read	Choose a section of the text to model reading fluently. Children repeat after you, chorally, to practise reading fluently. *Suggestion - read to the end of page 7.*

Choral Read	A whole class reading of half the text. The teacher and children read each sentence at a pace that allows them to decode unfamiliar words quickly. If possible, lower your voice or stop reading once you get the children started. Listen and assess while children read.
Echo Reading	Children repeat after you, chorally, to practise reading fluently.
Partner Read	Children read sections of the text with/to their partner.
Independent Read	Children read sections of the text independently.

Apply and Review

The ‘Apply’ section of the Maps includes a comprehensive range of reading journal activities. They have been designed to develop pupils’ comprehension strategies and to support application of pupils’ developing reading skills. They can be used directly as written in the Maps and/or adapted to meet the needs of the pupils.

Each activity is detailed on each of the 10 Maps and they have also been enlarged so that they can be printed easily for use in the classroom. It is recommended that the pupils have an exercise book to write down answers that either don’t fit on the printed page or when the instructions say ‘write it down’.

All activities have been planned to save teacher time and many of them will be very familiar and recognisable.

In the ‘Review’ section of the Maps, there is time for: wondering, questions, reflections, to revisit and consolidate and for the celebration of reading successes.

Below is an example of the ‘Apply and Review’ section for Map 4: Extreme Earth.

Map 4 – Extreme Earth

Apply and Review

Reading Journal

Summarise

What does the text say about these places?
Where and why?

	Where?	Why?
Coldest		
Hottest		
Wettest		
Busiest		
Highest		

News Report

Imagine you are a news reporter reporting on the weather in the places described in the text.

Report to a partner or small group and take turns.

Reflection

Reflect on the Reading Journal activities and use Random Reporter for feedback.
Reflect on what the text says about the places.

Ask the children:
How much can you remember?
Could we find out more?
What else would you like to know?

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Before, During and After Reading

Some examples that are included in the plans for before, during and after reading are given below. Remember, ‘reading’ can be the complete text, an extract or section or simply a sentence or word.

Before Reading:

To help focus the brain and build on what is already known:

- **Build background and activate prior knowledge**: What do children already know about this topic/book/genre? How will it help and support reading for meaning and understanding?
- **Make predictions:** Make predictions about what the text is about from the information children have. Think about the pictures. What did children notice? What does the information tell children?
- **Picture Walk:** Look at the title and the pictures. Think about what the text might be about.
- **Set Purpose:** Why do we want to read the text? What are we trying to find out? Think about your picture walk and predictions. What are children wondering about?

During Reading:

To support reading for meaning and understanding:

- **Clarify:** Look for words that are hard to read or that children don't understand. Check for understanding and re-read sections that children are unsure about. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- **Read:** To check predictions and find out more. To practise fluency and develop reading stamina.
- **GPC Accuracy:** Check for accuracy with GPCs. Read all common graphemes.
- **Decoding Accuracy:** Check for hesitations. Read unfamiliar words containing common graphemes, accurately and without undue hesitation. Use Finger Detective to support with decoding. *Finger Detective is a way of chunking up longer words when decoding. For example, for 'summit' the teacher would cover 'mit' with their fingers and decode 'sum', then cover 'sum' and decode 'mit' and finally uncover the whole word and put both chunks together.*
- **Fluency:** Check, support and model fluency. Build to read the text 'easily and automatically'.
- **Expression:** Check, support and model prosody using Think Alouds, especially in echo reading.
- **Comprehension:** Check, support and model comprehension. Explain and discuss meaning and understanding.
- **Cause and Effect:** Learn about cause and effect: why and how does one thing relate to another? 'Thinking aloud' when reading to children may help them to understand what skilled readers do.

After Reading:

To enjoy, remember and improve understanding of the text and vocabulary:

- **Clarify:** When reading, which words were hard to read? Which words did children ask for help with? Which words didn't children understand?
- **Ask questions:** Ask questions about things that happened in the text. Ask questions using the words *what, why, who, when, how, which, where*.
- **Visualise:** Visualise part of the text and draw illustrations to match that image.
- **Summarise:** Say what the text is about in a shorter way. Say what happened at the beginning, middle, and end or the problem/solution within the section of text being read.
- **Reminders:** Think about how the text relates to previous experiences and what it reminds children about. Does this paragraph remind children of any events that children have been to? What were they? And how were they the same or how were they different?
- **Reflection/ Find out more/ What next:** What helped children to understand this text better? Who made really useful contributions and why was this important? Discuss the text considering the opinions of others. Encourage participation. Provide positive feedback to enable the children to draw their own reflections and be curious to find out more.
- **Celebration:** Celebrate reading successes making links to improvements in fluency, comprehension, vocabulary and Words Correct Per Minute (WCPM) accuracy.

Lingering Longer for Meaning and Understanding

Taking time to delve deeper into the text over 10 sessions allows pupils to practise and consolidate their reading skills and provides time for retention and recall. They really get to know the texts well!

Routes to Reading Book List

The book list has been set out termly. This is a guide, as the texts can be taught in an order that suits the needs of your pupils and your curriculum. Simpler texts appear in Term 1 and increase in complexity in Term 2 and 3.

Routes to Reading - Year 2 Book List

Term	Title	Author	Illustrator	Genre
1	The Tale of Chicken Little	Elizabeth Charman	Eszter Szepvolgyi	Traditional Tale
1	Extreme Earth	Elizabeth Charman	Photography	Non-fiction (Geography)
1	Animal Poems	Elizabeth Charman	Eszter Szepvolgyi	Poetry
1	The Great Escape	Elizabeth Charman	Eszter Szepvolgyi	Fiction
1	Ants Are Everywhere!	Joel Pollen	Photography	Non-fiction (Animals)
2	Kongy Arrives	Elizabeth Charman	Eszter Szepvolgyi	Fiction
2	Why Do Stars Twinkle?	Joel Pollen	Photography	Non-fiction (Science)
2	The Dreams of Moxie Mouse and Cat Capone	Hershel P Lidan	Hershel P Lidan	Poetry
2	An Invitation to a Party	Janet Adsett	Photography	Instructions
2	Anna's Homework	Elizabeth Charman	Eszter Szepvolgyi	Fiction
3	Lost	Joel Pollen	Tamara Joubert	Fiction
3	Snow White and the Jazz Band	Ewan Shepherd	Ewan Shepherd	Poetry/Traditional Tale
3	Bea's Pumpkin	Joel Pollen	Kiley Victoria	Fiction
3	It Came from Outer Space	Paul Cookson	Liz Million	Poetry
3	In the Year 2100	Elizabeth Charman & Joel Pollen	Photography	Non-fiction (Science)

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The programme is available digitally with a current subscription. Hard copies of the books can be purchased and full costings/samples are available: https://fft.org.uk/literacy/year-2/

Year 2 reading books (15 titles) are available in sets of 15 and 30.

- 15 of each (225 books)
- 30 of each (500 books)

Scope and Sequence

The Scope and Sequence document links specific objectives from the Year 2 National Curriculum expectations for reading to each of the texts within the series. Skills are taught, developed and built upon across the collection. A PDF version of the Scope and Sequence document is available on the Portal.

Term 1			
Book Title	Word Count	Specific Year 2 Objectives	Genre
The Tale of Chicken Little	861	• To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales • To recognise simple recurring literary language in stories • To discuss the sequence of events in books and how items of information are related • Read and listen to the story and make links to books they have read	Traditional Tale
Extreme Earth	732	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explore syllable boundaries and read each syllable separately before they combine them to read the word • To explain and discuss their understanding of the book	Non-Fiction (Geography)
Animal Poems	483	• To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases • To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Poetry
The Great Escape	1001	• To identify the different variations to how –ed words are spelt and pronounced. • To identify sentences with different forms: statement, question, exclamation, command. • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Justify their preferences and point of view	Fiction
Ants are Everywhere	733	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book	Non-Fiction (Animals)

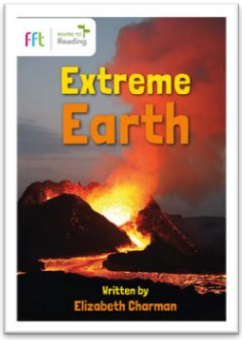
Term 2			
Book Title	**Word Count**	**Specific Year 2 Objectives**	**Genre**
Kongy Arrives	849	• To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Read and listen to the story and make links to books they have read • Justify their preferences and point of view	Fiction
Why Do Stars Twinkle?	830	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book	Non-Fiction (Science)
The Dreams of Moxie Mouse and Cat Capone	716	• To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases To identify expanded noun phrases to describe and specify - for example, the blue butterfly	Poetry
An Invitation to a Party	1500	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways • To discuss how items of information are related • To follow instructions checking that the text makes sense to them as they read and correcting inaccurate reading • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book	Non-Fiction (Instructions)
Anna's Homework	1242	• To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Review Common Exception Words	Fiction

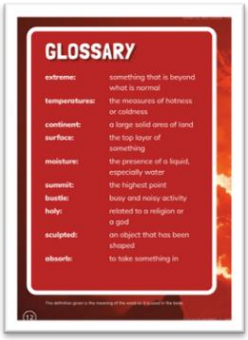
Term 3			
Book Title	**Word Count**	**Specific Year 2 Objectives**	**Genre**
Lost	1358	• To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • Identify apostrophes for contracted forms	Fiction
Snow White and the Jazz Band	650	• To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales • To listen, discuss and express views about a range of contemporary poetry • To identify sentences with different forms: statement, question, exclamation, command. • To discuss the sequence of events in books and how items of information are related • Justify their preferences and point of view	Traditional Tale/Poetry
Bea's Pumpkin	1849	• To increase fluency by reading common words easily and automatically • To discuss and clarifying the meanings of words, linking new meanings to known vocabulary • To discuss the sequence of events in the story and how they are related • To identify expanded noun phrases to describe and specify [for example, the blue butterfly] • To identify commas for lists • To read words containing common suffix -ly	Fiction
It Came from Outer Space	1066	• To listen, discuss and express views about a range of contemporary poetry • To recognise simple recurring literary language in poetry • To discuss their favourite words and phrases • To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Poetry
In the Year 2100	952	• To listen, discuss and express views about non-fiction text • To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To explain and discuss their understanding of the book	Non-Fiction (Science)

Example of the Books and Maps

The texts offer variety across a range of genres. They include fiction, non-fiction and poetry titles. They have been written by different authors, and different illustrators make the collection exciting and engaging. The Maps are set out in an easy-to-follow style for ease of use and to support consistency. All books and Maps can be accessed digitally from the Portal.

Suggestions in the Maps are there to offer support and guidance within the teaching sessions.





Map 5 – Extreme Earth

Teach and Read	
Check Predictions	Reflect on the reading so far. Check any predictions that have been made. **Ask the children:** Did you find out what you were expecting to find out? Did the author give you facts that surprised you?
Echo Read	Choose a section of the text to model reading fluently. Children repeat after you, chorally to practise reading fluently. *Suggestion - read page 8 to the end.*

Apply and Review

Reading Journal

True or False

Put a tick next to each statement to say if it is true or false.

	True	False
The rocks in the Lut Desert absorb the heat because they are dark in colour.		
Mount Everest is in Hawaii.		
Mawsynram gets a thousand times more rain than Antarctica.		
Mong Kok is the size of a tennis court.		

Matching

Match picture, place and word.

1	2	3	4	5

Antarctica, Everest, Mawsynram, Monk Kok, Lut Desert

Picture Number	Place	Word
		Dunes
		Monsoon
		Bustle
		Eastern
		Peak

Reflection

Reflect on the Reading Journal activities and use Random Reporter for feedback.
Reflect on the reading.

Ask the children:
Did you add more expression to your reading in the Echo Read section?
What happened to your voice?
Did it change to reflect some of the extreme temperatures?

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Digital Lesson Plans

The Portal is the ‘go to’ place to access digital copies of the books and the Maps. The reading journal activities have been enlarged for ease of use with pupils and can be found as digital copies after the 10 Maps for each of the texts in the Year 2 collection. They can be printed off and pupils can use an accompanying exercise book of teachers’ choice to record their answers.

Map 5 – Extreme Earth

Reading Journal

True or False

Put a tick next to each statement to say if it is true or false.

	True	False
The rocks in the Lut Desert absorb the heat because they are dark in colour.		
Mount Everest is in Hawaii.		
Mawsynram gets a thousand times more rain than Antarctica.		
Mong Kok is the size of a tennis court.		

Reading Journal

Matching: Match picture, place and word.

1	2	3	4	5

Places: Antarctica, Everest, Mawsynram, Monk Kok, Lut Desert

Picture Number	Place	Word
		Dunes
		Monsoon
		Bustle
		Eastern
		Peak

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Example of the printable reading journal activities for Map 5: Extreme Earth.

3. Reading Comprehension Strategies and Question Types

Developing strategies together is an important part of reading comprehension.

The following strategies lend themselves to different times in the reading process but a rule of thumb is to think of them coming together as much as possible. There is an expectation that the strategies will be used throughout the teaching process and support the underlying pedological approach for developing reading comprehension.

Build Background

Activate prior knowledge.

Understand the text by drawing on what you already know or on background information and vocabulary.

Predict

Use evidence from a text to say what may happen next, what events may unfold or how a character may behave.

Identify what the prediction is based on.

Clarify

Understand what has been read.

Check for understanding. If unsure, go back and read sections, use context and word knowledge to understand.

Clarify reasoning.

Question

Ask questions about any part of the text you are unsure about. What would you like to find out more about?

Question Types:

Copy Cat - Retrieval Questions

Text Detective - Inferential Questions

Have your say - Evaluative Questions

Summarise

Give the main points of the story or the text, try and use any clarified vocabulary in the summary to increase usage.

Build Background: Focusing/Prior Knowledge/Recapping

Pupils are taught to understand the text by drawing on what they already know or on background information and vocabulary provided by the teacher. Images, videos and other resources can support building background and tapping into pupils' prior knowledge. There are lots of opportunities to build background within the Maps, for example:

- What type of text is this? How do you know? What do you already know?
- What other books have you read that might be like this one?
- What does this text make you curious about?

Predict

Predictions can be made at any time. It is important to encourage pupils to identify what the prediction is based on by finding evidence in the text. Encouraging them to use immediate clues and what they have read already, to make predictions about what is going to happen or what they will find out. Here are some examples included in the Maps:

- Look at the front cover and the title. What do you think might happen in the story? Why do you think the book has this title?
- Look for clues - think about what might happen next and why you think that might happen.
- Reflect on predictions. Was it what you expected? If not, why not? If so, why?
- Do you want to change your predictions based on what you know now?

Clarify

It is important that the pupils understand what had been read. The Maps include opportunities to:

- Develop understanding of words met in reading.
- Check the meaning of unfamiliar words they have read. Use context and vocabulary knowledge to understand.
- Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.
- Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.
- Check and clarify reasoning. Did it make sense? Go back and check that what has been read makes sense.

Question

Asking questions is an important part of the reading for meaning process. The Maps include many opportunities to ask and answer questions and encourage a climate for learning that promotes risk taking and develops honest and open dialogue. For example:

- Ask questions about any part of the text you are unsure about.
- What would you like to find out more about?
- What questions would you ask the main characters?
- I wonder why…
- Why did the … respond in this way?

Question Types used within FFT Success for All Programmes are included:

- **Copy Cat- Retrieval Questions:** the answer can be found in the text. Pupils learn it is important to go back to the text.
    - Identify what is known for certain from the text about characters, places and events in narrative.
    - Give reasons why things happen where this is directly explained in the text.
    - Locate information using contents, index, sub headings, page numbers etc.
    - Express and record understanding of information orally, using simple graphics or in writing.
    - Ask what, where, and when questions about a text to support and develop understanding.

- **Text Detective- Inferential Questions:** the answer needs to be supported with evidence from the text.
    - Make inferences about characters from what they say and do, focusing on important moments in a text.
    - Ask questions to understand more about characters and events in narrative.

- **Have Your Say- Evaluative Questions:** the answer is opinion-based but the text is used to support the answer.

Summarise

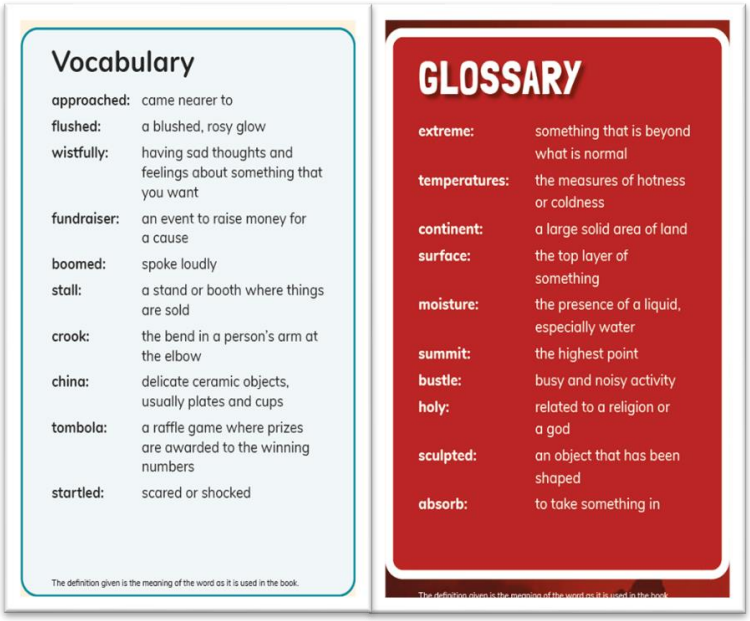
Pupils are given opportunities to summarise different aspects of the text. For example:

- Retell a story giving the main events.
- Retell some important information they've found out from a text.
- Use elements of vocabulary clarified in the summary where possible.
- Could you retell the story? When you retell the story, how much can you remember?
- What are the most important things to remember?

4. Vocabulary and Glossary Lists

Understanding Vocabulary

It is important for pupils to understand a breadth of vocabulary from familiar words to less common, topic specific words. The selection of vocabulary in the Year 2 texts has been chosen to allow pupils to explore the meaning of words and to discuss how they have been used in the context of the story or text. Teachers are expected to guide the pupils through discussion and reading journal activities so that vocabulary understanding has meaning and relevance. Pupils are encouraged to use vocabulary repeatedly, to clarify meaning and to check understanding. Pupils are supported to take risks and have a go, so that vocabulary learning is retained and embedded.



Vocabulary

approached:	came nearer to
flushed:	a blushed, rosy glow
wistfully:	having sad thoughts and feelings about something that you want
fundraiser:	an event to raise money for a cause
boomed:	spoke loudly
stall:	a stand or booth where things are sold
crook:	the bend in a person's arm at the elbow
china:	delicate ceramic objects, usually plates and cups
tombola:	a raffle game where prizes are awarded to the winning numbers
startled:	scared or shocked

The definition given is the meaning of the word as it is used in the book.

GLOSSARY

extreme:	something that is beyond what is normal
temperatures:	the measures of hotness or coldness
continent:	a large solid area of land
surface:	the top layer of something
moisture:	the presence of a liquid, especially water
summit:	the highest point
bustle:	busy and noisy activity
holy:	related to a religion or a god
sculpted:	an object that has been shaped
absorb:	to take something in

Pupils will need explicit teaching to use a dictionary accurately and it would be beneficial for them to re-visit the teaching of the alphabet from their phonics lessons to help remind them of correct alphabetical ordering. With practice, pupils' dictionary skills become more efficient, enabling them to look up words more quickly in order to clarify meanings, explore new words and to spell.

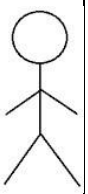
5. Reading Journal Activities

Reading journal activities are included in the 'Apply' section of each of the Maps. Each activity has a Focused Teaching Point (FTP) to support teaching and learning. Reading journal activities are repeated across the Maps with the intention that children become familiar with a range of reading journal activities across the year. Details of the FTPs for each activity and the activities for each of the texts are listed below. They are also available as separate PDF documents on the Portal.

It is hoped that, as teachers become more familiar and confident with the range of reading journal activities, they will craft and design their own activities.

Reading Journal Activities	Focused Teaching Point
Picture Walk Look at the title and the pictures. Think about what the text might be about. *Pupils will need to be given pictures from the story.*	Build on prior knowledge and make predictions about what might happen in the text from the pictures provided.
Wonderings What do you wonder about? Write down a question that you would like to know the answer to.	Ask questions linked to the text to connect thoughts and curiosities to the information available.
Dictionary Work Use a dictionary to find out what the selected words mean or alternatively match the words to their meaning as presented in the text.	Clarify and explain the meaning of words in context.
Word Quest Find out more about words linked to the text.	Clarify and explain the meaning of words in context.
Glossary Check Clarify the meaning of words from the glossary in the non-fiction texts.	Clarify and explain the meaning of words in context.
Grammar e.g., past tense, adjectives, adverbs…	Identify and explain aspects of grammar within the text.
Punctuation Which punctuation marks have been used? What do they tell the reader? *Commas in a list* *Apostrophes for contraction*	Identify and explain aspects of grammar within the text.
Sentences - statement, question, exclamation or command Provide pupils with examples from the text or ask them to find them within the text. How are they read? Why have they been included? What difference do they make?	Identify and explain the use of sentences in different forms.
Phrases and their meaning Identify and match descriptive phrases. Discuss favourite phrases. What do you think these phrases mean?	Explain the meaning of words in context. Explain how meaning is enhanced through word choices.
Noun Phrases Find and complete noun phrases from the text.	Identify and explain the use of noun phrases to describe and specify.
Rhyming Words Find and explain rhyming words/couplets. Explain favourites and how they enhance the text.	Identify rhyming words and explain why they have been used and how they enhance the text.
Common Exception Words Find, read and spell common exception words.	Draw on knowledge of vocabulary to understand texts.
Compound Words Find and match compound words.	Draw on knowldege of vocabulary to understand texts.

Vocabulary **Syllables** Look carefully at multisyllabic words. Use Finger Detective* to break them down. These words can look long and difficult to read, breaking them down into smaller parts makes them easier to read. **Suffixes** Find words with suffixes in the text (-ed -ment, -ness, -ful, -less, -ly). Say/write another sentence using this word. **Creative Adjectives** Find and match words in the text and create own sentences in a similar style. ***Finger Detective** Finger Detective is a way of chunking up longer words when decoding. For example, for 'summit' the teacher would cover 'mit' with their fingers and decode 'sum', then cover 'sum' and decode 'mit' and finally uncover the whole word and put both chunks together.	Draw on knowledge of vocabulary to understand texts.
Summarise/Summarising Summarise aspects of the text in notes or sentences supported with illustrations as necessary.	Summarise main ideas from what has been read.
Speech Bubbles A stimulus for a conversation linked to the text. Write the words the characters might say in speech bubbles or act out the scene.	Identify and explain key aspects of the text, such as characters, events and information.
Reporter **News Report, Expert Reporter/TV Presenter/ Astronomer's Report etc.** Using information from the text, report to a partner or small group and take turns. Use an appropriate reporting voice.	Identify and explain key aspects of the text, such as characters, events and information.
In a Nutshell Summarise, in a very brief statement, the main points.	Summarise main ideas from what has been read.
Visualise Visualise in the context of the text. Use evidence from the text to create visual images.	Retrieve and identify key details from the text.
Hot Seating Choose someone to be one of the characters in the story. Sit them in the 'hot seat' and ask them questions linked to the story. They must try to answer in character.	Identify and explain key aspects of the text, such as characters, events and information.
Character Profiles Use the text to find clues about the characters and use this information to describe aspects of their character as explained in the text.	Retrieve and record key details from the text.
Find in the Text Answer questions raised in the text. What does the text tell us? Record answers in writing.	Retrieve and record key details from the text.
Sequencing Events from the text are listed and the pupils have to sequence them in the correct order.	Identify and explain the sequence of events in the text.
True or false (Write T or F next to each) True or false statements linked to the text.	Retrieve and record key details from the text.
Odd One Out Facts from the text are listed and the pupils have to spot one that isn't accurate and is therefore the odd one out.	Retrieve and record key details from the text.

Matching Match words and their meaning, characters and their actions. Sometimes the matching activities don't have to be correct as they can be linked to thoughts, predictions and ideas. They can be used to generate discussion and to reflect on the twists and turns in a story.	Retrieve and record key details from the text. Explain and justify thinking from evidence in the text.
Give Two Reasons… It doesn't have to be two, it could be any number. This activity could be used as a retrieval, inferential or evaluative question type. Linking information from the text to a statement or question. E.g., Give two reasons why…. did…	Explain how information/narrative content is related and contributes to the meaning of the section of the text and/or the text as a whole.
Why do you think? What do you think? As you delve deeper into the text, asking 'why' questions allows pupils to explain their thinking and understanding. Ask the pupils to provide evidence in the text that supports their answers.	Explain and justify thinking from evidence in the text.
Always, Sometimes, Never Statements or facts that are always true, sometimes true or never true. Pupils make a decision about each statement based on what they have read and understood in the text.	Retrieve and record key details from the text. Explain and justify thinking from evidence in the text.
Facts about… Facts from the text are presented for discussion and consideration. How do you know? What does the text say?	Explain and justify thinking from evidence in the text.
Instructions/Recipe Follow the instructions in the text.	Retrieve and record key details from the text. Follow the sequence of events as detailed in the text.
Feelings How do you think a particular character is feeling at a point in the text? E.g. Draw how the character's face would look, write the emotions around the stick man and try to explain why. 	Retrieve and record key details from the text. Make and explain inferences with evidence from the text. Explain and justify ideas from evidence in the text.
Score Your Answer Reflect on your understanding of the text. Score your answers against key information.	Reflect on reading for meaning and comprehension of the text. Explain and justify thinking from evidence.
Question Time A selection of 10 questions linked to the text. **Copy Cat: Retrieval Questions** The answer can be found in the text. Pupils learn it is important to go back to the text. **Text Detective- Inferential Questions:** The answer needs to be supported with 'evidence' from the text. **Have your say- Evaluative Questions:** The answer is opinion based but the text is used to support the answer.	Retrieve and record key details from the text. Make and explain inferences with evidence from the text. Explain and justify ideas from evidence in the text.
Words Correct Per Minute (WCPM) This is a check to see how many words the pupils can correctly read within a minute. This can be done informally or formally as an assessment check. It is an opportunity to celebrate reading success and to identify areas where further support might be needed.	Identify the number of words read correctly in a minute.
Book/Poetry Review At the end of the unit, ask the pupils to write a book or poetry review. Some suggestions for inclusion: favourite part, reason for enjoying the book, unusual twists, interesting facts, recommendations etc.	Review and summarise the text. Explain and justify ideas with evidence.

Term 1: Books and Reading Journal Activities

Term	Title	Author	Illustrator	Genre	Word Count
1	Chicken Little	Elizabeth Charman	Eszter Szepvolgyi	Traditional Tale	861
	Picture Walk / Wonderings In a Nutshell/ Visualise	Matching / Punctuation Character Profiles / Odd One Out	Dictionary Work/ Word Quest Feelings	Summarise / Speech Bubbles WCPM / Question Time	Sequencing / Matching Book Review
1	Extreme Earth	Elizabeth Charman	Stock Photography	Non-fiction (Geography)	732
	Picture Walk / Wonderings In a Nutshell / Give Two Reasons	Dictionary work / Vocabulary- Multi-syllabic words Always, Sometimes, Never / Odd One Out	Word Quest / Vocabulary- Creative Adjectives Feelings	Summarise / News Report WCPM / Question Time	True or False / Matching Book Review
1	Animal Poems	Elizabeth Charman	Eszter Szepvolgyi	Poetry	483
	Picture Walk / Wonderings	Word / Dictionary Work	Word Quest / Vocabulary- Creative Adjectives	Summarise / Speech Bubbles	Summarise / Visualise
	In a Nutshell / Give Two Reasons	Why do you think?	Feelings	Question Time	Poetry Review
1	The Great Escape	Elizabeth Charman	Eszter Szepvolgyi	Fiction	1001
	Picture Walk / Wonderings	Dictionary Work / Word Quest	True or False / Vocabulary - ed words	Summarise / Speech Bubbles	Sequencing / Summarising
	Visualise / Sentences – *statement, question, exclamation, command*	Character Profiles / Odd One Out	Feelings	WCPM / Question Time	Book Review
1	Ants Are Everywhere!	Joel Pollen	Photography	Non-fiction (Animals)	733
	Picture Walk / Wonderings	Glossary Check/ Dictionary Work	Find in the Text / Find in the Text	Summary / Facts about ...Ants	True or False / Vocabulary – words ending with -ful, -er, -est
	Matching / Visualise	Odd One Out / TV Presenter	Always, Sometimes, Never / What do you think?	WCPM / Question Time	Book Review

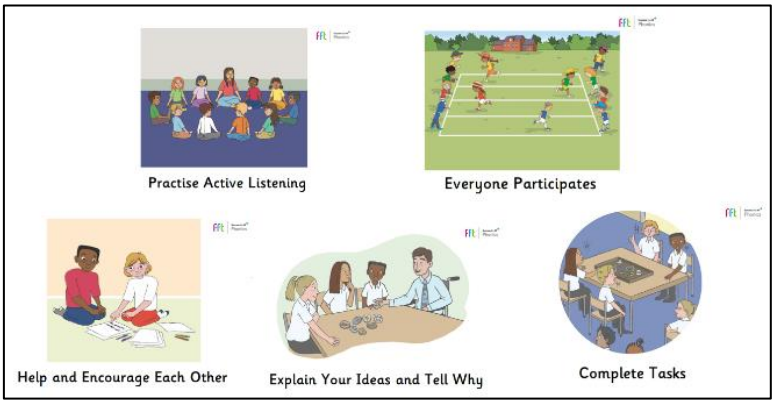
Term 2: Books and Reading Journal Activities

2	Kongy Arrives	Elizabeth Charman	Eszter Szepvolgyi	Fiction	849
	Picture Walk / Wonderings	Dictionary Work / Word Quest	True or False / Punctuation	Summarise / Speech Bubbles	Sequencing / Summarising
	In a Nutshell / Visualise	Character Profiles / Odd One Out	Feelings	WCPM/ Question Time	Book Review
2	Why Do Stars Twinkle?	Joel Pollen	Stock Photography	Non-fiction (Science)	830
	Picture Walk / Wonderings	Glossary Check/ Dictionary Work	Why do you think? /What do you think?	Summarise / Astronomer's Report	True or False / Noun Phrases
	Matching / Visualise	Always, Sometimes, Never / Odd One Out	Score your Answer	WCPM / Question Time	Book Review
2	The Dreams of Moxie Mouse and Cat Capone	Hershel P Lidan	Hershel P Lidan	Poetry	716
	Picture Walk / Wonderings	Dictionary Work / Word Quest	Match / Rhyming Couplets	Summarise / Speech Bubbles	Noun Phrases / Odd One Out
	In a Nutshell / Visualise	Character Profiles / Compound Words	What do you think?	WCPM / Question Time	Poetry Review
2	An Invitation to a Party	Janet Adsett	Photography	Non- Fiction/Instructions	1500
	Picture Walk / Wonderings	Dictionary Work / Vocabulary	Vocabulary / Vocabulary	Summarise / Give two Reasons	True or False / Matching
	Visualise / Party Reporter	Instructions / Instructions	Instructions / Instructions	WCPM / Question Time	Book Review
2	Anna's Homework	Elizabeth Charman	Eszter Szepvolgyi	Fiction	1242
	Picture Walk / Wonderings	Dictionary Work / Why do you think?	Common Exception Words / Always, Sometimes, Never	Summarise in a Sentence / Speech Bubbles	Sequencing / True or False
	In a Nutshell / Visualise	Character Profiles / Recipe for Stuffed Eggs	Feelings	WCPM / Question Time	Book Review

Term 3: Books and Reading Journal Activities

3	Lost	Joel Pollen	Tamara Joubert	Fiction	1358
	Picture Walk / Wonderings	Dictionary Work / Word Quest	True or False / Matching - Apostrophes for contraction	Summarise / Why do you think?	Sequencing / Summarising
	In a Nutshell / Visualise	Character Profiles / Odd One Out	Feelings	WCPM / Question Time	Book Review
3	Snow White and the Jazz Band	Ewan Shepherd	Ewan Shepherd	Poetry/Traditional Tale	650
	Picture Walk / Wonderings In a Nutshell / Visualise	Match / Rhyming words and nearly rhyming words Character Profiles / Sentences – *statement, question, exclamation, command*	Dictionary Work / Word Quest Feelings	Summarise / Speech Bubbles WCPM / Question Time	Sequencing / Odd One Out Poetry Review
3	Bea's Pumpkin	Joel Pollen	Kiley Victoria	Fiction	1849
	Picture Walk / Wonderings In a Nutshell / Visualise	Dictionary Work / Commas in a list Character Profiles / Vocabulary - Words with the suffix- ly	Descriptive Phrases / Why do you think? Feelings	Summarise / Speech Bubbles WCPM/ Question Time	Sequencing / Odd One Out Book Review
3	It Came from Outer Space	Paul Cookson	Liz Million	Poetry	1066
	Picture Walk / Wonderings	Dictionary Work / Find in the Text	Pattern / Visualise	Commas in a list / Odd One Out	Matching / Find in the Text / Sequencing
	Why do you think?	In a Nutshell / Give Two Reasons	Feelings	WCPM / Question Time	Book Review
3	In the Year 2100	Elizabeth Charman & Joel Pollen	Stock Photography	Non-fiction (Science)	952
	Picture Walk / Wonderings	Glossary Check / Dictionary Work	Vocabulary- using ly to turn adjectives into adverbs / Matching	True or False/ Find in the Text	Summarise / News Report
	In a Nutshell / Visualise	Find in the Text / Find in the Text	Give Two Reasons/ Thoughts and Feelings	WCPM/ Question Time	Book Review

6. Co-operative Learning



Co-operative Learning is part of FFT's Success for All Phonics programme and underpins Routes to Reading. Co-operative Learning is designed to support pupils' social and emotional development, enabling them to enjoy school, focus on learning and be academically successful. Learning skills are developed by teachers explicitly modelling the expected behaviour for learning. Positive feedback helps pupils to understand when they meet expectations and promotes an environment where the pupils are motivated and engaged.

Working with other pupils ensures that everyone in the class, not just those pupils who are actively called upon, has the opportunity to participate in the lessons by answering questions and discussing ideas and concepts. When Co-operative Learning is working well, the classroom is buzzing during partner activities as the pupils work together to become better readers. The pupils are focused and engaged in helping one another work out how to say words, read fluently and understand and draw meaning from the text. They do this by co-creating a safe and supportive environment in which to practise their developing skills around working out new words and their meanings, reading fluently and understanding what they read.

Co-operative Learning Standards

The Co-operative Learning standards are **five behaviours for learning** that pupils are encouraged to display. They are introduced, one at a time, at the start of the year through explicit teacher modelling and feedback. Effective use of the Co-operative Learning standards greatly aids classroom management and motivates pupils to become more engaged, interdependent members of the classroom.

1. **Practise Active Listening -** The pupils learn how to listen carefully to the teacher, their partners and other pupils. They learn to concentrate on what is being said.
2. **Everyone Participates -** Active pupils think more and learn more, so pupils are taught how to help everyone participate.
3. **Help and Encourage Each Other -** Every child learns how to help one another with their learning.
4. **Explain Your Ideas and Tell Why -** It is important for pupils to express their thinking aloud. This expression requires that they organise their thoughts and discover what they can confidently talk about and also what they don't really know well enough to explain yet. This is particularly true for pupils with less-developed language skills. Teachers can help develop this skill through frequent use of the Classroom Management Co-operative Learning Strategies (see below).
5. **Complete Tasks -** Pupils learn to help one another to use time efficiently. The standards for expected levels of completed work are set out clearly and explicitly.

Making Co-operative Learning Behaviours Work

- Identify a problem in your classroom.
- Explain the problem to the pupils.
- Model what you want.

When you see the behaviour you require, provide positive feedback to show that they have met your expectations.

Effective Questioning

If a question is worth asking, it is worth every child answering. Here are some of the strategies that can be used within the Maps.

- **Tell-Your-Partner:** A lower-order thinking question that allows pupils to turn to their partner and explain their thinking or give short answers.
- **Think-Pair-Share:** A higher-order thinking question that asks the pupils to think about the question individually first before turning to their partner and sharing their ideas.

Pupil Responses

- **Choral Response**: all pupils respond simultaneously with either a one-word or a short phrase answer.

- **Random Reporter:** a random means of taking feedback from the class. Sentence Stems should be used by the teacher to help pupils structure their answers in full sentences.

Teacher Prompts

- **Think Time:** use the Think Time signal to remind pupils that it is important to stop and think about their answer before vocalising it.

- **Sentence Stems:** When the teacher gives a question for pupils to discuss in their partnerships, they provide a Sentence Stem with which to begin their answer.
- **Think Alouds:** The teacher models their own thought processes aloud, so pupils understand how to organise their ideas, find and use supporting evidence, and structure their answer in a complete sentence.

Classroom Management Signals

- **Zero Noise** - The teacher raises their hand high, without talking. Pupils quickly stop talking or finish the sentence they are writing, raise their hand high to signal they are ready to listen and give their full attention to the teacher. The teacher is then able to give the next instruction or take feedback from the pupils.
- **Active Listening** - the teacher cups one hand behind their ear as a non-verbal reminder to pupils to listen to them or to another child in the classroom. The Active Listening signal allows teachers to request attention for the speaker without interrupting them.
- **Thumbs Up** - used as a 'ready' signal when pupils have completed their task or are pairing with partners to discuss the answer to a question. Everyone involved can give the 'Thumbs Up' signal to let the teacher know that they are ready.
- **My-Turn-Your-Turn**- turn your hand to your chest as you model saying, for example, a new word. Then outstretch your hand to the pupils to prompt them to repeat what they have heard.
- **1-2-3 Move** - sometimes it is necessary for pupils to move from one location in the classroom to another during the course of a lesson. (Example: The pupils may be sitting on the carpet during a lesson and need to return to their seats to write.) Using a simple 1–2–3 count can quickly and efficiently organise your pupils to move from one place to another.
    1. Say 'one': Pupils gather materials.
    2. Say 'two': Pupils stand and push chairs in.
    3. Say 'three': Pupils move to the new location and sit down.

Additional training is available for schools wishing to further develop this pedagogy. Please visit the Portal for further details.

7. Tips for starting and using Year 2 Routes to Reading

- ✓ Ensure staff fully attend core training (& other relevant sessions)
- ✓ Log onto the Portal to download relevant materials
- ✓ *If you wish, purchase Year 2 Reading Books*
- ✓ Review the Programme Guide
- ✓ Review the Scope and Sequence, considering your pupils' strengths and needs
- ✓ Timetable the sessions to suit your school routines and organisation
- ✓ Consider the journey from Year 1 – (e.g. What routines do the pupils have?)
- ✓ To ensure the lessons are engaging, teachers are advised to pair their pupils based on their knowledge of their pupils.
- ✓ Teach the daily lessons, ensuring AfL
- ✓ Use the Reading Assessment Programme (RAP)
- ✓ Target any pupils requiring catch-up and use Tutoring with the Lightning Squad (TWL)

'My class have loved engaging with the text and have blown us away with how well they are still recalling the information from the text.'

8. Frequently Asked Questions (FAQs)

Who can use Routes to Reading?

Year 2 Routes to Reading can be used by most, if not all, Year 2 pupils. The National Curriculum states: *For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.*

How does the programme link to phonics?

The programme has been developed for pupils who have completed a phonics programme and it follows on from Year 1 expectations in reading. It is expected that pupils who need further support with phonics teaching will follow the Year 1 programme of study for word reading.

The National Curriculum states: *By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.*

This programme has been designed to follow this National Curriculum guidance for Year 2 with the understanding that some pupils will need support to 'keep-up' and others may need 'catch-up' within targeted adaptive teaching or intervention. Pupils who have completed FFT's Success for All Phonics programme will find elements of the programme familiar, e.g. choral read, echo read, Sentence Stems, Words Correct Per Minute.

How does it link to the National Curriculum for Y2?

The Scope and Sequence document links National Curriculum (NC) Reading expectations to the 15 texts in the collection. The content covers Year 2 NC objectives for reading and follows guidance provided in the DfE Reading Framework.

How is it used in the classroom?

The programme is designed for daily use for, on average, 30 minutes a day. There are 15 texts in the collection, with 10 Maps for each text, providing 150 lessons across the year. That is 30 weeks of content, meaning that skills can be revisited or a break can be taken from teaching the content at certain points in the year. The teaching period can be extended or lessons merged to make it work best for the pupils. The pedagogy ensures that pupils are fully engaged during the whole lesson. A wide range of reading journal activities are provided to allow pupils to apply their reading strategies and skills for deeper meaning and understanding.

Does it have to be taught daily?

To get the best results, the programme is designed for daily use. This can be a challenge, so the programme has been created to be adaptable to meet the wide range of pupils needs and offers flexibility in timetabling. It is possible to study a text for 2 or 3 weeks, meaning that 3-5 lessons take place weekly. FFT training and support provides advice and guidance on how to use the programme.

What resources are needed to use the programme?

The books and lesson plans, known as Maps, can all be accessed digitally from the Portal with the reading journal activities available in a larger format so that they can be printed for the pupils to use. Pupils will need an exercise book in which to complete the activities. It is recommended that these are completed in an exercise book rather than on whiteboards. Hard copies of the reading books are also a recommendation and can be purchased from the FFT Order Portal.

Does FFT provide training and support to use the programme?

Yes, FFT provides leaders with a short overview and teachers have two, easy-to-access live or on-demand sessions, before they begin to use the programme. These consist of an essential session on ‘How to Use the Year 2 Routes to Reading Plans and Resources’ and an optional session on ‘Reading Theory and Research’.

What assessment information will it provide?

There are regular opportunities for review and consolidation, within each lesson (Map) and at the end of each unit (book). The content of each teaching session allows for effective assessment for learning so that pupils’ gaps, misconceptions and learning points can be addressed and supported. Using FFT’s Reading Assessment Programme will help support diagnosis and acceleration by identifying gaps in reading so that they can be planned for and targeted. Assessment 14 in the RAP is a summative assessment of Year 1 expectations; it can be used as a baseline assessment in Year 2. Assessments 15, 16 and 17 can be completed termly across Year 2 as diagnostic tools to support next steps and targeted teaching and learning.

How can learning be adapted and scaffolded for pupils?

There are many ways to adapt the programme to both support and challenge learners. For instance, pupils who need support can work with a more able partner or teachers can modify the amount and way the materials are presented. Teachers can also choose aspects of the sessions to focus on, based on pupil assessments. The materials are flexible and freely accessible digitally for teachers to customise. FFT's training and support provides further advice to those using the programme.

Can I use the books and plans in a different order?

Yes, the books have been listed in an order as a guide. They have been set out termly, with the books getting slightly more complex as the year progresses. However, they can be taught in a different order to suit the needs of the pupils and the school curriculum. The Scope and Sequence document provides details of expectations from the National Curriculum for Year 2 reading linked to each text. The reading journal activities are repeated with the expectation that, over time, with practice and consolidation, pupils complete these tasks with developing mastery. The development of the comprehension strategies is also expected over time as pupils apply these strategies to different text types and genres.

Can the programme be started mid-year?

Yes, it can! The Scope and Sequence document provides details of the objectives for Year 2 linked to each text. It is important for some pupils that they complete the Year 1 expectations, especially if they continue to need direct and specific phonic teaching. This may mean that they start the programme later in the year. The book list, Map overview and guides will help to review the programme content so that a decision about where to pick up the programme can be made. The best plans can then be put in place to meet the pupils' needs and teach the key skills needed for their continued reading journey. For maximum impact, it is best to use the programme for a full year.

Can older pupils use the programme?

Older pupils who need to revisit the Year 2 National Curriculum for Reading can access the programme. Teachers may want to target the skills and strategies that pupils need to ensure pupils make accelerated progress, rather than working through the full year's content. This may mean selecting book titles across the range of the programme to offer variety and to match pupils' needs.

Do FFT have a Year 2 Spelling offer?

Yes! Schools who have an active subscription to FFT's SFA Phonics Programme can access the Spelling with the Jungle Club platform, designed specifically for pupils in year 2 and for those pupils who need to secure their spelling skills from the Year 2 National Curriculum. Details can be found on the FFT webpage.

Can the programme be used with pupils who haven't passed the Phonics Screening?

This will depend on how much time is available! The National Curriculum states: *For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.*

Pupils can access the Year 2 Routes to Reading programme but, if they haven't passed the phonics screening, they will need additional teaching sessions to support with phonics teaching and to develop their word reading skills from the Year 1 expectations.

Help and Support

If you encounter any issues with Routes to Reading or have any further questions, please contact FFT's support team:

- Email: support@fft.org.uk
- Telephone: 01446 776262 (Option 2)

ROUTES TO
Reading