



Year 2 Reading Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Great Fire of London		Dinosaurs		Pirates	
Suggested Whole class reading texts Topic based Non Fiction Non – topic based fiction	- Vlad and the Great Fire of London – Kate Cunningham - The Baker’s Boy and the Great Fire of London – Tom Bradman - Toby and the Great Fire of London – Margaret Nash - A walk in London - Salvatore Rubbino - Life savers - Eryl Nash - The Proudest Blue - Ibtihaj Muhammad & S.K Ali		- Captain Flinn and the pirate dinosaur – Giles Andreae - The Dinosaur’s Diary - Julia Donaldson - Fantastically Great Women Who Saved The Planet – Kate Pankhurst - Here we are - Oliver Jeffers - The Storm Whale – Benji Davies - The secrets of Black Rock – Joe Todd Stanton - Esio Trot – Roald Dahl		- The Pirates Next Door - Jonny Duddle - The Pirates of Scurvy Sands – Jonny Duddle - Class Three all at sea – Julia Jarman - The big book of blue - Yuval Zommer - The lighthouse keeper’s lunch - Ronda and David Armitage - The Owl who was afraid of the dark - Jill Tomlinson	
Progression of skills – Reading	Word Reading - Blend GPCs to read accurately - Recognise alternative sounds for graphemes - Apply phonic knowledge across the curriculum - Decrease reliance on ‘sounding out’ in common words - Read and remember high frequency words that cannot be easily decoded at this stage - Read words of two or more syllables - Sound out unfamiliar words and use other reading strategies when reading aloud - Re-read books to build fluency and confidence		Word Reading - Blend GPCs to read accurately - Recognise alternative sounds for graphemes - Apply phonic knowledge across the curriculum - Increase the speed of reading - Decode unfamiliar words without hesitation - Read and remember high frequency words that cannot be easily decoded at this stage - Read words of two or more syllables - Read words containing common suffixes (link to spelling) - Sound out unfamiliar words and use other reading strategies when reading aloud - Re-read books to build fluency and confidence		Word Reading - Blend GPCs to read accurately - Recognise alternative sounds for graphemes - Apply phonic knowledge across the curriculum - Read fluently and confidently - Decode unfamiliar words automatically - Read words containing common suffixes (link to spelling)	

Year 2 Reading Curriculum

	Self-correct when reading aloud		
Progression of skills – Reading	Being a Reader - Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently - Show their understanding of books through discussion - Offer opinions and preferences about books - Discuss the sequence of events in texts and how events are connected - Learn some classic poems by heart - Retell a story using words and phrases from the text - Discuss meanings of new words and link these to words already known - Discuss their favourite words	Being a Reader - Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently - Show their understanding of books through discussion - Discuss favourite authors - Retell a story from memory, including all the main parts - Discuss meanings of new words and link these to words already known - Discuss their favourite phrases	Being a Reader - Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently - Show their understanding of books through discussion - Retell a stock of basic stories - Discuss meanings of new words and link these to words already known
Progression of skills – Reading	Reading Comprehension - Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words - Retrieve information from the text to answer questions - Predict what may happen based on previous events - Use inference to draw simple conclusions about characters, settings and events	Reading Comprehension - Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words - Retrieve information from the text to answer questions - Predict what may happen based on previous events - Identify the main point in a section or page - Use inference to draw simple conclusions about characters, settings and events - Recognise and discuss features of different texts	Reading Comprehension - Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words - Retrieve information from the text to answer questions - Predict what may happen based on previous events - Use inference to draw simple conclusions about characters, settings and events - Begin to recognise chronology or sequence in a text - Discuss which words and phrases are effective



Year 2 Reading Curriculum

	• Use the layout to identify the type of book • Recognise recurring story language • Develop understanding by linking reading to prior knowledge and/or background information	• Recognise recurring language in stories and poetry • Develop understanding by linking reading to prior knowledge and/or background information	• Develop understanding by linking reading to prior knowledge and/or background information
	Being a Researcher • Use indexes, contents pages, headings and captions to navigate non-fiction texts • Navigate simple alphabetically ordered texts • Use screen based and books to find information efficiently and safely		
Progression of skills	Spoken Language • Add detail to their talk to keep the listener interested • Follow up listening with relevant questions • Keep on topic during discussion Drama • Show a character through movement • Learn and deliver some lines	Spoken Language • Use emphasis, story language and interesting vocabulary when telling stories • Comment constructively after listening • Reach agreement in a group Drama • Respond imaginatively to what they have read or listened to e.g. drama, drawing, music	Spoken Language • Be able to extract key points when listening to an adult • Ensure all group members have a turn