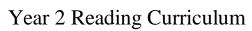
## Year 2 Reading Curriculum

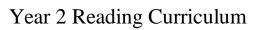


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Great Fire of London		Dinosaurs		Pirates	
Suggested Whole class reading texts  Topic based  Non Fiction  Non – topic based fiction	<ul> <li>Vlad and the Great Fire of London –         Kate Cunningham</li> <li>The Baker's Boy and the Great Fire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





	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 nonfiction 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 nonfiction 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	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	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	<ul> <li>Check that the text makes sense as they read, reread and use a range of strategies to understand the meaning of unfamiliar words</li> <li>Retrieve information from the text to answer questions</li> <li>Predict what may happen based on previous events</li> <li>Use inference to draw simple conclusions about characters, settings and events</li> <li>Begin to recognise chronology or sequence in a text</li> <li>Discuss which words and phrases are effective</li> </ul>





<ul> <li>Use the layout to identify the type of book</li> <li>Recognise recurring story language</li> <li>Develop understanding by linking reading to prior knowledge and/or background information</li> </ul>	<ul> <li>Recognise recurring language in stories and poetry</li> <li>Develop understanding by linking reading to prior knowledge and/or background information</li> </ul>	Develop understanding by linking reading to prior knowledge and/or background information			
Being a Researcher					
<ul> <li>Use indexes, contents pages, headings and captions to navigate non-fiction texts</li> </ul>					
Navigate simple alphabetically ordered texts					
Use screen based and books to find information efficiently and safely					
Spoken Language	Spoken Language	Spoken Language			
		Be able to extract key points when listening to an			
		adult			
	1	En anno 11 anno anno banchara banca da anno			
1	Reach agreement in a group	Ensure all group members have a turn			
Keep on topic during discussion	Dwama				
Drama					
Learn and deliver some lines	music music				
	book  Recognise recurring story language  Develop understanding by linking reading to prior knowledge and/or background information  Being a Researcher  Use indexes, contents pages, headings ar Navigate simple alphabetically ordered to Use screen based and books to find infor 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	book Recognise recurring story language 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  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  Being a Researcher Use indexes, contents pages, headings and captions to navigate non-fiction texts Spoken Language  Use emphasis, story language and interesting vocabulary when telling stories Comment constructively after listening Reach agreement in a group  Respond imaginatively to what they have read or listened to e.g. drama, drawing,			