



Reading Curriculum – Year 2

<u>Archaic Text</u>	<u>Non-linear Time Sequences</u>	<u>Narratively Complex</u>	<u>Complexity of Plot/Symbolic Text</u>	<u>Resistant Text</u>
The vocabulary, usage, syntax for cultural reference of text over 50 or 100 years old are vastly different and more complex than books today	Books where time moves in fits and starts. This requires focus on plot and understanding	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or non-human. These add more complexity than a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues
The Cat in the Hat – Dr. Seuss A song of heroes/extract- Anonymous	When the Rains Come – Tom Pow	Fantastic Mr Fox – Roald Dahl The True Story of the Three Little Pigs – John Scieszka The Wolf story-what really happened to Riding Hood- Toby Forward	The Heart and the Bottle/Lost and found – Oliver Jeffers The Jolly Christmas Postman- Allan Ahlberg and Janet Ahlberg Just as you are-Jen Harrison and Michelle Catanach	Wolves – Emily Gravett

National Curriculum

Retrieval	Vocabulary	Developing Fluency, Performance and Debating	Inference	Text Structure - Comparing and Making Links
<ul style="list-style-type: none"> Children become increasingly familiar with and retelling a wider range of stories, and answering and asking questions. Discuss the sequence of events in books and how items of information are related. To answer questions about characters, setting/s and key events. Answer 'find-it' questions about key information in a non-fiction text. 	<ul style="list-style-type: none"> Children discuss and clarify the meaning of words, linking these new meanings to known vocabulary. Discuss their favourite words and phrases. To recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of new words, linking new meanings to known vocabulary. 	<ul style="list-style-type: none"> Children listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction. Participate in discussions about books, poems and other works. To take turns and listen to what others say. 	<ul style="list-style-type: none"> Children make inferences on the basis of what is being said and done. To then answer and ask questions, and predict what might happen on the basis of what has been read so far. Make predictions prior to reading based upon the title, cover and skim reading of illustrations. Make predictions based upon events in the text so far and using experience of reading books based on familiar texts. Begin to describe (in book talk) cause and effect. 	<ul style="list-style-type: none"> Children are introduced to non-fiction books that are structured in different ways. They begin to identify and name a range of common organisers in non-fiction texts, e.g. contents, headings. To recognise and describe some typical features, similarities and differences between fiction and non-fiction texts. Describe the overall structure of a story, e.g. how the beginning

<ul style="list-style-type: none"> Explain and discuss the key information from what is seen or read. To orally retell a wider range of stories using actions and visual cues from the story. 	<ul style="list-style-type: none"> They discuss their favourite words and phrases from the text. Collect and apply new vocabulary in writing. 	<ul style="list-style-type: none"> Explain understanding of books, poems and other materials. Continue to build up a repertoire of poems with appropriate intonation. Re-read books to build up fluency and confidence, and with some attention to expression. 	<ul style="list-style-type: none"> Draw upon personal experiences when commenting on a text. Make simple inferences about character's feelings. 	introduces and the ending concludes the action.
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In year 2, the focus for reading is through the Read, Write, Inc scheme. However, during daily whole class story sessions, children will focus on the following objectives as a whole class. Class reading journals will be used to capture discussions and children develop comprehension skills.

When children have completed the Read, Write, Inc scheme, they will move on to the bridging Read, Write Inc comprehension unit before starting the school reading scheme.

Teachers read the class text daily however they can select other texts for reading lessons.

Autumn 1

Wk	Text	Concepts	Objectives
1	Emily Gravett- Meerkat Mail	Retrieval - Summarising	Becoming increasingly familiar with and retelling a wider range of stories, by answering and asking questions. Explain and discuss the key information from what is seen or read.
2	Emily Gravett- Meerkat Mail	Retrieval - Sequencing	Sequence events from a story and explain reasons for this choice. Sequence pictures or texts from a story read justifying reasons for choices.
3	Emily Gravett- Meerkat Mail	Retrieval - Skimming and Scanning	Scan text to find given words or phrases. Skim and scan to identify and retrieve information Use pictures to sequence the beginning, middle and end of a story read
4	Emily Gravett- Wolves	Retrieval - Locational Questions Note Making Skills	Ask relevant questions about a story or non-fiction text. Generate 'find-it' questions for a section of text. Give meaning to the marks they make.
5	Emily Gravett- Wolves	Retrieval - Summarising	Becoming increasingly familiar with and retelling a wider range of stories, by answering and asking questions. Explain and discuss the key information from what is seen or read.
6	Granpa- John Birmingham	Vocabulary - Identify	Recognise simple recurring literary language in stories and poems.
7	A song of heroes- Anonymous	Developing Fluency and Performance	Continue to build up a repertoire of poems learnt by heart. Retell a wider range of fairy stories and traditional tales verbally.

Autumn 2

Wk	Text	Concepts	Objectives
1	The jolly Christmas Postman	Inference - Prediction	Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using experience of reading books based on other similar texts
2	Link to non-fiction linked to topic	Use of Function of Structural Organisers - Non-Fiction	Read non-fiction texts that are structured in different ways Begin to identify and name a range of common organisers in non-fiction texts, e.g. contents, headings, index, glossary.
3	The jolly Christmas Postman	Inference - Cause and Effect	Begin to describe (in book talk) cause and effect, e.g. the effect a character's actions have on other characters
4	Emily Cravett	Reading for Pleasure- Author Study	Read for a range of purposes Reading a variety of stories, fairy stories and traditional tales Recommending books they have read to their peers
5	The jolly Christmas Postman	Vocabulary - The Meaning of Words	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context
6	The jolly Christmas Postman	Developing Fluency and Performance	Fluently read age-appropriate texts for themselves such as a wider range of stories, fairy stories and traditional tales. Listening to a wide range of contemporary and classic poetry stories and non-fiction
7	Review week		

Spring 1

Wk	Text	Key Focus	Objectives
1	The True Story of the Three Little Pigs – John Scieszka	Inference - identifying evidence to support opinion	Draw upon personal experiences when commenting on a text Draw upon knowledge of the topic outside of the books including other similar books Make simple inferences about character feelings
2	The True Story of the Three Little Pigs – John Scieszka	Inference - characterisation	Take on the role of a character, e.g. speech bubbles, notes from one character to another or other drama techniques
3	The Wolf story-what really happened to Riding Hood-Toby Forward	Inference - asking and answering questions	Ask and answer simple relevant inference/detective questions about a story or simple non-fiction text
4	The Wolf story-what really happened to Riding Hood-Toby Forward	Vocabulary - intended impact on the reader	Discuss their favourite words and phrases from the text
5	Just as you are-Jen Harrison and Michelle Catanach	Developing fluency and performance	Read decodable texts by phrasing two words at a time with some attention to expression
6	Review week		

Spring 2

Wk	Text	Key Focus	Objectives
1	The Cat in the Hat – Dr. Seuss	Inference-asking and answering questions	Developing skills in finding the detail of the text- to ask questions. This strategy is modelled by making connections across the text.
2	Dr Seuss	Reading for pleasure- author study	Read for a range of purposes Reading a variety of stories, fairy stories and traditional tales Recommending books they have read to their peers
3	The Cat in the Hat – Dr. Seuss	Vocabulary- recognise how language is linked to audience and purpose	Collect and apply new vocabulary in writing
4	The Cat in the Hat – Dr. Seuss	Developing fluency and performance	Sound out unfamiliar words automatically Re-read books to build up fluency and confidence Read most words quickly and accurately without overt sounding and blending
5	The Cat in the Hat – Dr. Seuss	Developing fluency and performance	Sound out unfamiliar words automatically Re-read books to build up fluency and confidence Read most words quickly and accurately without overt sounding and blending
6	Review		

Summer 1

Wk	Text	Concept	Objectives
1	Non-fiction linked to the topic	Use of function of structural organisers/text featured Non-fiction	Read non-fiction texts that are structured in different ways Identify and name a range of common organisers in non-fiction texts, e.g. contents, etc. Discuss similarities and differences
2	Revisit poems studied during the year	Use of function of structural organisers/text features-poetry	Read short poems that are structured in different ways Identify and name a range of structural organisers Discuss similarities and differences
3	Fantastic Mr Fox – Roald Dahl	Identify and discuss similarities and differences	Identify, compare and contrast features of a range of fiction genres, e.g. contemporary, traditional and poetry
4	Fantastic Mr Fox – Roald Dahl	Vocabulary- compare and contrast	Compare and contrast language within a type of story read, e.g. traditional tales – one early morning/ once upon a time.
5	Fantastic Mr Fox – Roald Dahl	Developing fluency and performance	Read some phonetically decodable books with some fluency Read decodable texts by phrasing two words at a time with some attention to expression
6	<p style="text-align: center;">Review</p> <p>Identify and discuss similarities and differences Identify, compare and contrast features of a range of fiction genres, e.g. contemporary, traditional and poetry</p>		

Summer 2

Wk	Text	Concept	Objectives
1	The Heart and the Bottle – Oliver Jeffers	Compare and contrast-making links	Discuss the sequence of events in stories Discuss how items of information are related in a book Make links between current and prior reading
2	The Heart and the Bottle – Oliver Jeffers	Reviewing and performing-debating	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently Participate in discussion about books, poems and other works that they can read for themselves Take turns and listen to what others have to say Explain their understanding of books, poems and other materials that they have read and which have been read to them
3	Oliver Jeffers	Reading for pleasure-author study	Read for a range of purposes Reading a variety of stories, fairy stories and traditional tales Recommending books they have read to their peers
4	Lost and found- Oliver Jeffers	Vocabulary	Full review of Y2 vocabulary
5	Lost and found- Oliver Jeffers	Vocabulary	Full review of Y2 vocabulary
6	Lost and found- Oliver Jeffers	Developing fluency and performance	Build on their repertoire of poetry with appropriate intonation and expression
7	Lost and found- Oliver Jeffers	Developing fluency and performance	Build on their repertoire of poetry with appropriate intonation and expression