

English Reading Curriculum Map for Year 2

Updated 27.4.22

	Autumn Term Theme: -Islands/ Explorers -Black History Month	Spring Term Theme: -Countries Around the World (Africa) -Food (DT)	Summer Term Theme: -Seaside Holidays/ -Victorians to Modern Day
Focus Whole Class Teaching Texts	-Collection of Katie Morag Stories -Poetry; C Rossetti; J Agard Non-fiction texts: -Mighty Machines -This is my Digger -Tractors + Farm Vehicles	Traditional Tales: Tidalik; Coyote; Ananse; Hindu Stories; Baba Yagar; Aesop’s Fables -George and the Dragon – C Wormell -The Hobbit (extracts) - J R R Tolkien -Paper Bag Princess – R Munsch Recipes	-Traction Man (collection) -M Grey -J Donaldson, collection -A Browne, collection -Lost and Found - O Jeffers -Lay Back Huma -Flat Stanley- J Brown -classic poetry anthologies
<u>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</u>			
Decoding/ Word Reading + Fluency and Phrasing	-Children focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes; - They read books aloud, closely matched to their improving phonic knowledge then moving on to texts which include more sophisticated and challenging vocabulary. - start to check that the text makes sense to them as they read, and how to correct inaccurate reading; -start to use expression of appropriate to the meaning of sentences, including those which use subordination.	-to continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent; and then use of context and syntax are modelled as additional supportive sources of textual information - to check that the text makes sense to them as they read, -to use of appropriate expression in reading aloud, to support the meaning of sentences.	- to read most common exception words in the Y2 POS - to read most words without overt sounding and blending, when those words have been frequently encountered. - check that the text makes sense to them as they read, and attempting correction of inaccurate reading accordingly. -to start to voluntarily use expression appropriately to support the meaning of sentences, including those which use subordination, when reading aloud.
Literal Understanding+ Retrieval	-read (and recite) a repertoire of poems, with encouragement to keep checking the text makes sense as they read. - start to to draw on vocabulary-knowledge to understand texts and solve problems; - Start to analyse the wording of a question in order to choose what to look for	- to draw on vocabulary-knowledge to understand texts and solve problems - begin to analyse the wording of a question in order to choose what to look for - start to scan voluntarily for key words in the text order to locate answers	-to independently use skills which draw on vocabulary-knowledge to understand texts and solve problems - to sometimes find answers where the question word does not match the text word - to recognise simple recurring literary language and locate and discuss favourite words and phrases

	<ul style="list-style-type: none"> -begin to scan for key words in the text order to locate answers -recognise simple recurring literary language; - navigate different paragraphs of information texts, locating the most suitable paragraph 	<ul style="list-style-type: none"> - Children start to recognise simple recurring literary language 	<ul style="list-style-type: none"> -to read (and recite) a repertoire of poems - including classical poetry
Inferential Reading Skills	<ul style="list-style-type: none"> -attempt to guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences - start to use textual examples to teach about how to recognise cause and effect 	<ul style="list-style-type: none"> - to predict what might happen next, on the basis of what has been read so far -to explain their understanding of what is read to them, especially beyond that which is explicitly stated - start to refer to cause and effect in discussions of texts (with CT support) 	<ul style="list-style-type: none"> - answer inferential questions of 'how' and 'why' which may reach beyond the text; - discuss textual events and start to voluntarily draw upon instances of cause and effect - to discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher
Response to text	<ul style="list-style-type: none"> -Children are able to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary <i>poetry</i>, stories and non-fiction at a level beyond their independent reading ability; - talk about how different items of information in non-fiction texts are related; - participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i>, 	<ul style="list-style-type: none"> - to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, stories and non-fiction at a level beyond their independent reading ability -participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i>, taking turns and listening to others -discuss the <i>sequence of events</i> in stories and <i>retell these events orally</i>, once the story has become familiar 	<ul style="list-style-type: none"> -to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry and stories at a level beyond their independent reading ability - to recognise simple recurring literary language - to clarify the meaning of words, linking new meanings to known vocabulary - to discuss favourite words/ phrases and the effect these have on them.
NC for English: Reading	<p>secure phonic decoding until reading is fluent; read accurately by blending, including alternative sounds for graphemes; read multi-syllable words containing these graphemes; read common suffixes; read exception words, noting unusual correspondences, read most words quickly & accurately without overt sounding and blending; listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; recognising simple recurring literary language in stories and poetry; continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing the sequence of events in books and how items of information are related; making inferences on the basis of what is being said and done; making inferences on the basis of what is being said and done; answering and asking questions; predicting what might happen on the basis of what has been read so far; explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>		