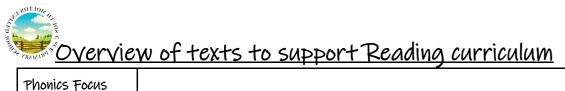
						Year	2 Rea	ding					
	<u>Autumn 1</u>		<u>Autumn 2</u>		Spring 1			Spring 2		Summer 1		Summer 2	
Progression of Core Texts Additional core texts selected by the teacher to secure key areas of the reading curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.	A Mouse called Julian Narrative What do you do with a tail like	this? Information text	STUCK! Narrative	How to catch a Santa Narrative	Partly Cloudy Character description	weather Information text	Robert Scott Dairy Entry Recount	Amelia Earhart Information text	Adventure story Narrative	Wrs Armitage and the big wave Narrative	Seed to Sanflower Information text	Titanic Journalist Recount Newspaper report	A First Poetry Book Poetry
Reading outcomes	working Towards ARE Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs). Read many common exception words. Read aloud many words quickly and accurately without sounding and blending. Sound out many unfamiliar words accurately. In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences. Working At ARE Read most words of two or more syllables. Read most words containing common suffixes. Read most common exception words. Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Sound out most unfamiliar words accurately, without andue hositation. In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading. In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read. Greater Depth/ Working above ARE Make inferences. Make inferences. Make inferences.												
Links to Wider Curriculum	Animals Including Humans- Science		Uses of Everyday Materials Why was Charles sent to Prison? History		How can we persuade people to join us in tackling Global Warming? Geography		What does it mean to be a Great Explorer? History		Why is it so nice to be beside the seaside? Geography Plants- Science		Why did Delia buy a new hat? History Living Things and their Habitats		
Story Time	Tory Time ROALD DAHL The Twits. The Giraffe and the Pelly and me. Esio Trot The enormous crocodile Atlas of Animal Adventures		OLIVER JEFFERS BOOKS Stuck Lost and Found The Great Paper Caper This Moose belongs to me How to catch a star The Way back home		Chapter books/ famous authors/ must reads https://www.booksfortopics.com/ks1-chapter-books AR books at 3.0+ books to read to class		Great women who saved the planet Into the woods The woods		Storm Whale The Tiny Seed The enormous carrot Super Worm The Big Book of Blue The Proudest Blue		Old man of the sea To the edge of the world Lucy and Tom The Secret of Black Rock. Town is by the Sea.		



Phonics Focus	Phase 5 + No nonsense Year 2 spelling scheme Turquoise White/Lime								
Guided Reading Texts/Home readers									
Opportunities for GDS	Purple/ Gold guided reading books Explicity teach prosody parrot - looking for punctuation to help aid expression and intonation. Reading for fluency- applying their understanding of Year 2 spelling rules to help aid their decoding of unfamilliar words.	White/Lime guided reading books Explicity teach inference iguanna/ retreival racoon/ vocabulary vole Accelorator Reading (AR) quizing on guided reading books. Exposure to/practise Key Stage 1 Paper 2 SATS	Copper guided reading books Accelorator Reading (AR) quizing on guided reading books. Model to others reading skills. Practise Key Stage 1 Paper 2 SATS						
	 Retreiving the correct information in the text by looking for specific keywords, making justifisied answers. Deeper level of oracy and vocabulary. Wake greater links between the book that they are reading and other books that they have read. Use of Tapestry to record their level of comphresion. Oppertunities to lead and model to others e.g. story time 								