

Year 2 Reading Curriculum

WORD READING:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

COMPREHENSION:

- ☑ develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - ☑ 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
 - ☑ discussing the sequence of events in books and how items of information are related
 - ☑ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - ☑ being introduced to non-fiction books that are structured in different ways
 - ☑ recognising simple recurring literary language in stories and poetry
 - ☑ discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - ☑ discussing their favourite words and phrases
 - ☑ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 - ☑ understand both the books that they can already read accurately and fluently and those that they listen to by:
 - ☑ drawing on what they already know or on background information and vocabulary provided by the teacher
 - ☑ checking that the text makes sense to them as they read and correcting inaccurate reading
 - ☑ 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
 - ☑ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
 - ☑ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

SPEAKING AND LISTENING:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

HOOK BOOKS

AUTUMN TERM:

- Toby and the Great Fire of London by Margaret Nash
- Zog by Julia Donaldson (linked to history)
- Claude in the city by Alex T Smith
- Vlad and the fire by Kate Cunningham
- The 3 little wolves and the Big Bad Pig by Eugene Trivizas
- Let's build a house by Mick Manning

SPRING TERM:

- Traction Man by Mini Grey
- Lost in the Toy museum by David Lucas
- Dogger by Shirley Hughes (linked to history)
- Pumpkin soup by Helen Cooper (linked to science)
- Katie Morag by Mairi Hedderwick (linked to geography)

SUMMER TERM:

- Bog Baby by Jeanne Willis
- Hodgeheg by Dick King Smith
- Non-fiction texts about animals (linked to science)
- Lila and the secret of Rain by David Conway
- Mama Panya's Pancakes by Mary Chamberlin
- My brother is a runner: Kenya by Jin-Ha Gong (linked to geography)