

Reading Curriculum Map

Year 2

	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1		Summer 2	
Key Text for Guided Reading Lessons	RWI Phonics	RWI Phonics	RWI Phonics		The Tin Forest by Helen Ward	The Enchanted wood – Enid Blyton	The Tear Thief by Carol Ann Duffy (Literacy Shed plus unit available)	The Worst Witch – Jill Murphy	The Day the Crayons Quit by Drew Daywalt	
Linked Text(s) for Guided Reading Lessons Fiction Poetry Non-fiction	Read Blue Storybooks with increasing fluency and comprehension	Read Grey Storybooks	Read Grey Storybooks with fluency and comprehension		<i>On the Ning Nang Nong – Spike Mulligan</i>	<i>An Emotional Menagerie: Feelings from A to Z: Feelings from A-Z</i>	<i>The Dark – James Carter</i>	<i>Song of the witches (abridged) – William Shakespeare</i>	<i>The Tiger -William Blake</i>	<i>The Big Book of Beasts Yuval Zommer</i>
	Traction Man is Here! by Mini Grey <i>Ten Things in a Wizard's pocket - Ian McMillan.</i> Toys and Games (ways into history) – Sally Hewitt	The Polar Express by Chris Van Allsburg <i>The Nativity Play – Allan Ahlberg</i> <i>Ice Bear – Nicola Davies</i>	Fantastic Mr Fox by Roald Dahl <i>The crocodile – Lewis Carrol</i> <i>How to be extra-ordinary – Rushmi Sirdeshpande.</i>	Inside the Villains by Cleotide Perrin <i>Tiger, Tiger Burning Bright – Fiona Waters</i> <i>Funny Bums, Freaky Beaks and other incredible creature features – Alex Moss</i>	<i>Do You Love Bugs?: The creepiest, crawliest book in the world by Matt Robertson</i>	<i>Lesser Spotted Animals by Martin Brown</i>	<i>The Grand Hotel of Feelings Lidia Branković</i>	<i>Children of the world – Nicola Edwards</i>	<i>Meerkat Mail</i> <i>At the Zoo – William Makepeace Thackeray</i> <i>What's the Actually Factually Difference? Jane Wilsher & Liz Kay</i>	

Reading Curriculum Map

Year 2

<p>Key Text(s) for Reading for Pleasure</p> <p>Picture Books Graphic Novels</p>	<p>Man on the Moon – Simon Bartram Lost in the Toy Museum – David Lucas</p> <p>Game on Super Rabbit boy – Thomas Flintham</p>	<p>Einstein the Penguin – Iona Rangeley.</p> <p>Happy Narwhalidays - Ben Clanton</p> <p>The Rainbow Bear – Michael Morpurgo</p>	<p>The true story of the three little pigs – Jon Scieszka</p> <p>The witches – Roald Dahl</p> <p>Wolf won't bite – Emily Gravett</p>	<p>Stuck – Oliver Jeffers</p> <p>Lift by Minh Le</p> <p>Tangle Tree Mysteries – Steve Roberts</p>	<p>You're a Bad man Mr Gum – Andy Stanton.</p> <p>The Bear and the Piano – David Litchfield</p> <p>The Investigators - John Patrick Green</p>	<p>Yours Sincerely, Giraffe Megumi Iwasa</p> <p>Don't look in this book - Samuel Langley-Swain</p> <p>The Friendship Bench – Wendy Meddour</p>
--	---	---	--	---	---	--

By the Summer Term

Word Reading	<p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes (NC English Appendix 1)</p> <p>Read most common exception words</p> <p>Read words accurately and fluently without overt sounding and blending, at over 80+ words a minute, in age-appropriate texts</p> <p>Sound out most unfamiliar words accurately, without undue hesitation.</p>
Comprehension	<p>Demonstrate a pleasure in reading and a motivation to read.</p> <p>Check a familiar text, which they can read accurately and fluently, makes sense to them, self-correct where the sense of the text is lost</p> <p>Use appropriate intonation when reading aloud</p> <p>Demonstrate knowledge of developing range of poetry, stories (including fairy tales and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say.</p> <p>Identify sequences of events in texts and offer simple explanations of how items of information relate to one another</p> <p>Recognise simple recurring literary language in stories and poems</p> <p>Recognise and understand the different structures of non-fiction books that have been introduced</p> <p>Share favourite words and phrases, and clarify the meaning of new words through discussion</p> <p>Draw on what they already know or on background information to make a reasonable attempt at understanding unfamiliar vocabulary</p> <p>Make predictions about what they might happen next and at the end of the story based on what has been read so far</p> <p>Answer questions and make some inferences on the basis of what is being said and done in a familiar text</p>