

Year Two Reading Curriculum

Enjoy		Decode / Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
Define Draw on knowledge of vocabulary to understand texts.		Retrieve Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information.		Sequence Identify and explain the sequence of events in texts.	Infer Make inferences about the text		Predict Predict what might happen on the basis of what has been read so far.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
		Autumn 1			Autumn 2		
Fiction		a) Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read. b) Identify and describe characters, expressing own views and using words and phrases from texts.			l) Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in sequence. j) Be aware of story structures, e.g. actions/reactions, consequences, and the way that stories are built up and concluded.		
Non-fiction		c) Identify similarities and differences between fiction and non-fiction; understand how they are structured d) Explore and note features of non-fiction books that are structured in different ways. e) Use dictionaries and glossaries to locate words by using initial letter.			k) Explain how the main features of a non-fiction text are used. l) Pose questions for research and read non-fiction to find answers. m) Locate books by classification in the school library.		
Poetry		f) Talk about own views, the subject matter and possible meanings in poems. g) Comment on which words have most effect and why. h) Explore <i>Diamantes</i> noting how the poem is presented in the shape of a diamond precise verbs and adjectives are used.			n) Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems. o) Identify alliteration and describe the effect. p) Perform individually or together; speaking clearly and audibly.		

Enjoy		Decode / Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
Define Draw on knowledge of vocabulary to understand texts.		Retrieve Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information.		Sequence Identify and explain the sequence of events in texts.	Infer Make inferences about the text		Predict Predict what might happen on the basis of what has been read so far.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
		Spring 1			Spring 2		
Fiction		a) Discuss reasons for, or causes of, incidents in stories. b) Identify and compare basic story elements, e.g. beginning and endings to different stories. c) Explore patterns of any literary language.			l) Re-tell stories, to give the main points in sequence and pick out significant incidents. j) Understand time and sequential relationships in stories, i.e. what happened when. k) Identify and discuss reasons for events in stories, linked to plot.		
Non-fiction		d) Use a contents page and index to navigate a text; Scan a text to find specific sections, e.g. key words or phrases, sub-headings. e) Identify how written instructions are organised e.g. lists, numbered points, diagrams with arrows, bullet points, keys.			l) Understand how to read different non-fiction texts e.g. know that the reader does not need to go from start to finish but selects according to what is needed. m) Learn about cause and effect non-fiction, the features and language associated with it.		
Poetry		f) Identify and discuss simple poetry patterns and structures. g) Explore Haikus noting its structure, origin and mood. h) Perform poems; use actions and sound effects to add to the poems meaning.			n) Explore adventurous word choices and explain the effect. o) Explore free verse, compare and contrast to structures poems. Note impact.		

Enjoy		Decode / Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
Define Draw on knowledge of vocabulary to understand texts.		Retrieve Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information.	Sequence Identify and explain the sequence of events in texts.		Infer Make inferences about the text	Predict Predict what might happen on the basis of what has been read so far.	
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
		Summer 1			Summer 2		
Fiction		a) Predict story endings / incidents while reading. b) Make connections by comparing books by the same author: settings, characters, themes. c) Compare books by different authors on similar themes or with similar characters to evaluate, giving reasons.			h) Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.		
Non-fiction		d) Skim-read title, contents page, illustrations, chapter headings and sub-headings, to predict what a book might be about. e) Know that glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries.			i) Understand how to use alphabetically ordered texts to retrieve information. j) To evaluate the usefulness of a text for its purpose.		
Poetry		f) Discuss shape poems building on those explored in Year 1, noting how the shape contributes to meaning and effect. g) Discuss the meaning of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple type; to make class anthologies.			k) Listen and read, discussing and expressing views about classic poetry e.g. <i>Owl and the Pussy Cat</i> . l) Act out a poem using voices and intonation.		