



# St Saviour's C.E. Primary School Curriculum Map – English: reading

## Year Two

<b>Ongoing objectives</b>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read further common exception words</li> <li>• Discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Answering and asking questions</li> </ul>		
	<b>Theme of texts</b>	<b>Texts</b>	<b>Objectives</b>
<b>Term 1</b>  Phonics: Phase 5 revision	<b>A Twist in the Tale</b>	<b>Goldilocks &amp; the Three Bears</b> by Lauren Child, <b>You &amp; Me</b> by Anthony Browne, <b>Goldilocks &amp; Just the One Bear</b> by Leigh Hodgkinson  <b>Jim and the Beanstalk</b> by Raymond Briggs	<ul style="list-style-type: none"> <li>• Read words containing common suffixes</li> <li>• Know and retell a wider range of stories, fairy stories and traditional tales</li> <li>• Make inferences</li> <li>• Read most words quickly and accurately</li> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Predicting what might happen</li> </ul>
<b>Term 2</b>	<b>Bravery vs Fear</b>	<b>The Bear Under the Stairs</b> by Helen Cooper  <b>The Bear and the Piano</b> by David Litchfield	<ul style="list-style-type: none"> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge</li> <li>• Recognise simple recurring literary language in stories and poetry</li> <li>• Learn and perform poems by heart</li> <li>• Making inferences</li> <li>• Predicting what might happen</li> </ul>
<b>Term 3</b>	<b>Creation and Conservation</b>	<b>The Journey Home</b> by Frann Preston-Gannon  <b>House Held Up By Trees</b> by Ted Kooser and Jon Klassen	<ul style="list-style-type: none"> <li>• Read words containing common suffixes</li> <li>• Know and retell a wider range of stories, fairy stories and traditional tales</li> <li>• Read non-fiction books that are structured in different ways</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• Explain and discuss their understanding of books, poems and other material</li> </ul>

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			<ul style="list-style-type: none"> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Recognise simple recurring literary language in stories and poetry</li> </ul>
<b>Term 4</b>	<b>Relationships and Acceptance</b>	<p><b>The Owl and the Pussy-cat</b> by Edward Lear and Charlotte Voake</p> <p><b>Tadpole's Promise</b> by Jeanne Willis and Tony Ross</p> <p><b>If All the World Were</b> by Joseph Coelho</p>	<ul style="list-style-type: none"> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Recognise simple recurring literary language in stories and poetry</li> <li>• Discuss and clarify the meanings of words</li> <li>• Read aloud books closely matched to their improving phonic knowledge</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Read non-fiction books that are structured in different ways</li> <li>• Predict what might happen</li> </ul>
<b>Term 5</b>	<b>Urban metropolis</b>	<p><b>The Great Fire of London</b> by Emma Adams and James Weston Lewis</p> <p><b>Rosie Revere, Engineer</b> by Andrea Beatty and David Roberts</p>	<ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Read non-fiction books that are structured in different ways</li> <li>• Discuss and clarify the meanings of words</li> <li>• Make inferences</li> <li>• Predict what might happen</li> <li>• Explain and discuss their understanding of books, poems and other material</li> <li>• Read aloud books closely matched to their phonic knowledge</li> </ul>
<b>Term 6</b>	<b>Fantasy and fiction</b>	<p><b>Wolves</b> by Emily Gravett</p> <p><b>The Dragon Machine</b> by Helen Ward and Wayne Anderson</p>	<ul style="list-style-type: none"> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Know and retell a wider range of stories, fairy stories and traditional tales</li> <li>• Read non-fiction books that are structured in different ways</li> <li>• Discussing and clarifying the meanings of words</li> <li>• Explain and discuss their understanding of books, poems and other material</li> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Discussing their favourite words and phrases</li> <li>• Making inferences</li> <li>• Predicting what might happen</li> <li>• Participate in discussion about books, poems and other works</li> </ul>