

English Curriculum Reading Comprehension Map
Texts will vary as our teachers read from the heart

Year Two Reading						
POEMS, STORIES AND NON-FICTION	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<p>Community Capers (F) What the Ladybird Heard Monkey Puzzle Cave Baby Troll Paper Dolls Spinderella Jack and the Flumflum Tree <i>Julia Donaldson</i></p> <p>(P) Lullaby for a Woolly Mammoth – James Carter</p>	<p>We'll Meet Again (F) The Lion and the Unicorn <i>Shirley Hughes</i></p> <p>(P) In Flanders Fields by John McCrae</p> <p>Plus selection of Poppy poems – various writers</p>	<p>Unhappily Ever After Twisted Tales (F) Goldilocks and Just one bear <i>Leigh Hodgkinson</i></p> <p>(F) The Last Wolf <i>Mini Grey</i></p> <p>(F) Cinderella's sister and the Big Bad Wolf <i>Lorraine Carey</i></p> <p>(P) Revolting Rhymes <i>Roald Dahl</i></p>	<p>Creatures of the Night (F) The Owl Who Was Afraid of the Dark <i>Jill Tomlinson</i></p> <p>(F) Town Mouse & Country Mouse <i>Aesop fables Retold by Susanna Davidson</i></p> <p>(NF) Barn Owls <i>Alison Hawes</i> (NF) Day and Night Animals <i>Karen Rice Evans</i> (NF) Night Animals <i>Claire Llewellyn</i> (NF) Barn Owls <i>Patricia Whitehouse</i></p>	<p>Africa is not a Country (F) Mufaro's Beautiful daughters <i>John Steptoe</i></p> <p>(Rhyming and Rhythm) Bringing the Rain to Kapiti Plain <i>Verna Aardema</i></p> <p>(NF) Africa is not a Country <i>Margy Burns Knight and Mark Melnicove</i></p>	<p>It's Magic (F) Mr Majeka <i>Humphrey Carpenter</i></p> <p>(NF) From Seedling to Tree <i>David Tunkin</i></p> <p>(P) 10 things found in a wizard's pocket <i>Ian McMillan</i> (P) The Sound Collector <i>Roger McGough</i></p>

Statutory requirements

Pupils should be taught to:

- 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

English Curriculum Reading Comprehension Map
Texts will vary as our teachers read from the heart

- 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.