

Year 2

Reading Intent

Our aim is to foster a love of reading so that our children choose to read for pleasure.

We want to provide our children with the opportunities to become fluent and confident lifelong readers, who find pleasure and purpose in reading and value reading as the key to success.

We aim to expose our children to a broad range of texts to enhance the essential knowledge that children need (cultural capital).

We are determined that every pupil will learn to read.

We believe that our 'golden threads' for reading of:

PREDICT

QUESTION

CLARIFY

SUMMARISE

Will ensure all children achieve our intent.

The 'golden thread' knowledge and skills are taught and revisited through a range of progressive texts from a range of genres with questions focussed on:-

- **Literal- Skimming and Scanning, Key Words**
- **Deductive- Detective: clues, proof, evidence**
- **Inference- Read between the lines**
- **Study skills**

Our pre-read sessions focus on the 'golden threads' **PREDICT** and **CLARIFY** although all teachers use these skills in all sessions (see the curriculum progression document for further information).

Class Book:-

Autumn Term:- The Owl Who Was Afraid of The Dark

Spring Term:- Flat Stanley (Class set) Alien in The Jam Factory

Summer Term:- The Nothing to See Here, Hotel

Poetry:- See guided reading poetry above

Performance Poetry-

Autumn Term:- Adventures of Isabel and A Little Seed

Spring Term:- The Owl and The Pussycat

Summer Term:- Gran Can You Rap?

Skills we use in all sessions:

• Skimming and Scanning- I can retrieve information by finding a few key words • I can answer a question about what has just happened in a story • I can recognise characters, events, titles and information.	• I can listen to the opinion of others • I can contribute ideas and thoughts in discussion
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Within our reading we try to teach children using a range of texts including those which cover the **'Protected Characteristics'**:-

- age.
- gender reassignment.
- being married or in a civil partnership.
- being pregnant or on maternity leave.
- disability.
- race including colour, nationality, ethnic or national origin.
- religion or belief.
- sex.

and the **'British Values'**:-

- Democracy
- Rule of Law
- Respect and Tolerance
- Individual Liberty

See any linked texts highlighted in light blue below...

Assessment Weeks- end of each half term/term

Autumn 1	Home Sweet Home (Non-Fiction)	Cinderella (A Pantomime Poster)	Let There Be Light (A Fable)	Frogs (A Life Cycle)	Escape the Aztecs (A Board Game)	How the Tortoise got its Shell (A Creation Myth)
	Intro skill of Skimming and Scanning- I can retrieve information by finding a few key words. I can recognise differences between fiction and non-fiction texts. I can develop my knowledge of retrieval through images.	I can recognise differences between fiction and non-fiction texts. I can develop my knowledge of retrieval through images.	I can make inferences about characters' feelings using what they say and do.	I can recognise differences between fiction and non-fiction texts. I can develop my knowledge of retrieval through images.	I can retrieve information by finding a few key words.	I can order events from the text. I can make inferences about characters' feelings using what they say and do.
Autumn 2	River Café (A Menu)	The Great Fire of London (Non-Fiction)	The Spaceship I (Narrative)	The Spaceship II (Narrative)	The Spaceship III (Narrative)	Project X books
	Skimming and Scanning- I can retrieve information by finding a few key words.	I can discuss the sequence of events in books and how items of information are related.	I can order events from the text.	I can begin to discuss how events are linked focusing on the main content of the story. I can order events from the text. I can make inferences about characters' feelings using what they say and do.	I can begin to discuss how events are linked focusing on the main content of the story. I can answer and ask questions and modify my answers as the story progresses	I can discuss some similarities between books I can express my own views about a book or poem <i>I can compare events, characters and styles in a range of books</i>
Spring 1	My Musical Mouth (A Performance Poem)	Splish, Splash, Splosh! (A Safety Leaflet)	Wind (A Weather Report)	Days Fly By (A Poem)	Can you Kick it? (A Sports Page)	Terry's Terrible Tongue (Tongue Twisters)
	I can explain and discuss my understanding of books, poems and other material, both those that I've listened to and those that I read for myself I can express my own views about a book or poem	I can recognise differences between fiction and non-fiction texts.	I can recognise differences between fiction and non-fiction texts.	I can explain and discuss my understanding of books, poems and other material, both those that I've listened to and those that I read for myself	I can recognise differences between fiction and non-fiction texts.	I can express my own views about a book or poem I can infer basic points and begin, with support, to pick up on subtler references.

Spring 2	I Spy (An Observation Game)	Time to Go Home, George (A Familiar Setting)	Dogs Who Help Us (A Report)	Fire Stone! (A Blurb)	Fools Gold (A Series)	People of the Ice (A Piece of Homework)
	I can recognise differences between fiction and non-fiction texts.	I can order events from the text.	I can recognise differences between fiction and non-fiction texts.	I can discuss some similarities between books	I can discuss some similarities between books	I can recognise differences between fiction and non-fiction texts.
Summer 1	With Love (Instructions)	"The Hodgeheg" by Dick King-Smith	The Enormous Turnip (A Traditional Tale)	Let's Get Fit! (A Fitness Test)	Comparing books, identifying themes- Friendship, kindness Little Beaver and the Echo Little Bear Lost Meesha Makes Friends Old Bear Tiny and Teeny Sharing a Shell The Snail and a Whale Lost and Found	
	I can infer basic points and begin, with support, to pick up on subtler references.	I can use pictures or words to make inferences I can infer basic points and begin, with support, to pick up on subtler references.	I can retell using a wider variety of story language.	I can infer basic points and begin, with support, to pick up on subtler references.	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Identify themes in books Opportunity to assess for GDS

Summer 2	Comparing books, identifying themes- It is OK to be different, Differences, Tolerance, Celebrating what makes us different Keith Among the Pigeons Something Else Giraffes Can't Dance Perfectly Norman Julian is a Mermaid Beegu Elmer The Proudest Blue		My Friend Horace (A Character Poem)	The Gingerbread Man (A Play)	Extracts from Roald Dahl's Matilda and Charlie and the chocolate Factory	
	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Identify themes in books Opportunity to assess for GDS	I can explain and discuss my understanding of books, poems and other material, both those that I've listened to and those that I read for myself	I can infer basic points and begin, with support, to pick up on subtler references.	I can infer basic points and begin, with support, to pick up on subtler references. <i>discussing words and phrases that capture the reader's interest and imagination</i>	I can infer basic points and begin, with support, to pick up on subtler references. <i>discussing words and phrases that capture the reader's interest and imagination</i>
These titles from Reading Explorers are used with the whole class during Literacy sessions teaching about Non-Fiction texts		Alphabots (Alphabetical Order)	Hamsters I (Using An Index Page)	Hamsters II (Using a Gloassary)	B is for Banana (Using a Dictionary)	The Lion (Using a Thesaurus)