

Reading Curriculum January 2019 - **DRAFT/UNDER REVIEW**

		Autumn		Spring		Summer	
Year 2		1 Multi-genre – Space	2 Poetry	1 – Traditional stories	2 Journey stories	1 Author study	2 Multi-genre play scripts
1	Word recognition and decoding strategies; reading for meaning	Blends phonemes in order to decode new words, including alternative sounds for graphemes Uses sentence and whole text knowledge to self-correct Shows awareness of punctuation when reading aloud.	Applies knowledge of phonics to confirm or attempt new words while reading Blends and segments words and applies this skill when reading unfamiliar texts Reads with appropriate pace, expression and pays attention to any punctuation	Uses phonic strategies to decode new words Reads all high frequency words on sight Shows more awareness of punctuation when reading Reads with some fluency and intonation	Blends and segments and applies this skill when reading unfamiliar words Uses knowledge of common prefixes and suffixes when decoding Reads with increasing pace, fluency and expression Takes some account of punctuation when reading aloud	Blends and segments and applies this skill when reading unfamiliar words Uses knowledge of common prefixes and suffixes when decoding Reads with increasing pace, fluency and expression Takes account of punctuation when reading aloud	Blends and segments and applies this skill when reading unfamiliar words Uses knowledge of common prefixes and suffixes when decoding Reads with increasing pace, fluency and expression Takes some account of punctuation sometimes when reading aloud
2	Select information and references from texts to talk about content, ideas and themes:	Recalls main ideas in a text and talks about what they found out Identifies how characters behave and reasons to explain Locates relevant details from paragraphs or sections to answer questions or support a point	Finds key information such as pattern and rhyme and begins to quote from texts Recalls main ideas from poems read Finds key information such as pattern and rhyme and begins to quote from texts Recalls main ideas from poems read	Recalls the main ideas or events in a story Identifies how characters behave and gives reasons Retrieves relevant details from texts to answer simple questions	Recalls main ideas from texts read Clear idea of where to locate information Skim reads to seek information	Recalls main ideas from texts read Clear idea of where to locate information from different sections Skim reads to seek information	Recalls main ideas from texts read Begins to quote from texts to support ideas and responses
3	Literal, inferential and interpretative skills:	Recognises main characters and their characteristics, for example, what they look like and what they do Makes reasonable predictions Identifies the goal or motive of the main	Refers to the text to identify genre features Identifies what rhymes and poems are about Comments on preferences for poetry	Uses knowledge of the story so far to make predictions Connects information to draw literal and implied meanings Uses clues from what characters do or say to explain their motives	Recalls main ideas from texts read Interprets characters from what the writer infers Talks about cause and effect	Gives reasons for events and character behaviour supported by reference to the text Makes simple inferences about thoughts and feelings Identifies common themes across texts read	Gives reasons for events and character behaviour supported by some reference to the text Makes simple inferences about character thoughts and feelings

		character and talks about how it moves the plot on with prompting; Distinguishes between more and less important items Identifies which character is speaking in a story				Uses knowledge of story so far to make predictions that fits with the context	Uses knowledge of story so far to make predictions Connects information together to draw out implied meaning
4	Knowing how texts work:	Makes use of book conventions e.g. contents, glossary Traces how ideas link and how a writer signals changes and connections	Can distinguish a rhyming text Can identify patterns and structure	Makes use of book conventions and organisational devices to focus their reading and response Sometimes uses correct terminology – opening, character, problem, illustration, contents when talking about texts	Makes comparisons between books noting similarities and differences, e.g. layout, theme, characters, settings Comments on similarities and differences between texts Understands how to use alphabetically ordered texts	Makes comparisons between books noting similarities and differences, e.g. layout, theme, characters, settings Comments on similarities and differences in texts by the same author	Shows some awareness of how a play script is set out and its purpose. Makes some use of book conventions to navigate texts
5	Comment and explain writers' language choices, including literary features and imagery	Comments on how words are used for effect e.g. repetitive refrains, story language, commands	Can give examples of language use such as repetition, rhymes	Can identify which words describe character, setting or behaviour and comment on their effectiveness Can identify examples of words using some of the target suffixes	Can give examples of language use for effect, e.g. to create humour, images and mood Can identify and discuss the use of language patterns and vocabulary	Can give examples of language use for effect, e.g. to create humour, images and mood Can identify and discuss the use of language patterns	Can give examples of language use for effect, e.g. to describe character Can identify examples of old English
6	Recognise and comment on writers' purposes and viewpoints, including impact on the reader:	Knows that texts can tell stories or give information Identifies the purpose of known texts	Comments on likes and dislikes in poetry and gives reasons	Responds to a text overall by commenting on likes/dislikes Comments from a story character's point of view to explain actions	Comments on likes, dislikes and preferences in stories and gives reasons Some awareness that writers have viewpoints	Recognises the style of an author Comments on likes, dislikes and preferences in stories and gives reasons Some awareness that writers have viewpoints	Comments on likes, dislikes and preferences in stories and gives reasons Some awareness that writers convey themes such as sorrow, jealousy Aware that a play script is different to a story

7	Relate texts to different contexts and traditions e.g. social, historical and cultural, for example:	Knows that stories can be set in different places and times.	Understands that poems can have a rhyming structure	Recognises that traditional stories come from long ago and often were used to teach a lesson or serve as a warning Knows that characters can have opposite traits	Relates the text to others by similar type or by the same author Recognises that stories may be set in different times, cultures and countries	Relates the text to others by similar type or by the same author Recognises that stories may be set in different times, cultures and countries	Recognises that stories may be set in different times and use the language of the time.
8	Grammar knowledge	Identifies regular and some irregular plurals and why they are used Notices that some words have particular endings such as, ed, ing, ly and explains why Identifies some compound words such as postman, teapot	Identifies rhyming words Recognises and understands the purpose of verb endings	Can identify sentences that are questions when reading. Can identify examples of noun phrases Knows that traditional stories are written in the past tense Explains the use of the comma in lists Points to where speech is punctuated in a text.	Identifies whether a text is written in the past tense Recognises and understands the purpose of suffixes – _ness, _er, _est, _ful, _less, _ly Recognises sentences with different forms: statement, question, exclamation	Identifies whether a text is written in the past tense Recognises and understands the purpose of suffixes – _ness, _er, _est, _ful, _less, _ly Can locate statement and exclamation sentence types Says what type of punctuation is needed to mark dialogue	Identifies that play script is in the present tense Recognises and understands the purpose of some suffixes – _ness, _er, _est, _ful, _less, _ly