

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Reading Year 2**

**Long Term Plan**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Fiction</b>	The Iron Man	The Enchanted Wood	Ellie and the Cat	Charlie and the Chocolate Factory	The Boy Who Grew Dragons	Charlotte's Web
<b>Non-Fiction</b>	The Big Book of Blooms	We All Celebrate	My Encyclopedia of Very Important Sport	The Great Fire of London	The Big Book of the UK	Life Savers
<b>Picture Book</b>	The Tin Forest	Mrs Noah's Pockets	The Day the Crayons Quit	Voices in the Park	Ramadan Moon	The Proudest Blue
<b>Other</b>	<p><b>Poetry</b> Please Mrs Butler, Book of Very Silly Poems  <b>Character Education</b> How to be Extraordinary  <b>Archaic</b> The Boy who Cried Wolf, The Ugly Duckling, The Cat in the Hat, Rapunzel</p>					

**Content Declarative Knowledge 'I know' and Skills Procedural Knowledge 'I know how to'**

<b>Comprehension</b>	<b>Word Reading</b>	<b>Spoken Language</b>
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<p>*I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.</p> <p>*I can enjoy reading and discussing the order of events in books and how items of information are related.</p> <p>I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.</p> <p>*I can enjoy reading by recognising repeated themes and ideas in stories and poems.</p> <p>*I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.</p> <p>*I can talk about my favourite words and phrases.</p> <p>*I can enjoy reading poems and know some off by heart.</p> <p>*I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.</p> <p>*I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.</p> <p>*I can spot if a word has been read wrongly by following the sense of the text.</p> <p>*I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</p> <p>*I can ask and answer simple questions about the books or stories I am reading.</p>	<p>*I can use the sounds I know to decode words automatically and my reading is fluent.</p> <p>*I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.</p> <p>*I can read words of two or more syllables that contain sounds I have been taught.</p> <p>*I can read words containing common suffixes.</p> <p>*I can read further common exception words and see where the sounds do not match the spelling.</p> <p>*I can read most words quickly and accurately without needing to sound and blend words I have seen before.</p> <p>*I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.</p> <p>*I can re-read books sounding out new words correctly to improve my speed and confidence.</p>	<p>*I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.</p> <p>*I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.</p> <p>*I can discuss my favourite words and phrases.</p> <p>I can answer and ask questions.</p>
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\*I can say what might happen next in a story based on what has happened so far.

\*I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say

\*I can explain what I think about books, poems and other material that I have read or heard



