

# Year 2 Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>• /ae/, /d/, /ee/</li> <li>• /o/, /ae/, /d/</li> </ul>	<ul style="list-style-type: none"> <li>• /i/, /y/, /oe/, /n/</li> <li>• /ee/, /i/, /oe/</li> </ul>	<ul style="list-style-type: none"> <li>• /er/, /v/, /m/, /oo/, /n/</li> <li>• /n/, /n/, /er/, /v/</li> </ul>	<ul style="list-style-type: none"> <li>• /er/, /v/, /m/, /oo/, /n/</li> <li>• /m/, /oo/, /n/, /j/, /g/</li> </ul>	<ul style="list-style-type: none"> <li>• /m/, /or/, /h/</li> <li>• /f/, /m/, /or/</li> </ul>	<ul style="list-style-type: none"> <li>• /k/, /r/, /t/, /z/, /eer/</li> <li>• /h/, /k/, /r/, /t/, /z/, /eer/</li> </ul>
	<ul style="list-style-type: none"> <li>• I know how to read accurately by blending the sounds, using graphemes I have been taught</li> <li>• I know how to recognise alternative graphemes</li> <li>• I know how to read words of two or more syllables</li> <li>• I know how to read common suffixes</li> <li>• I know how to sound out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>					
	<p>Using the texts listed below - the text mapping demonstrates increasing complexity (complexity of language, complexity of sentence structure, complexity of narrative structure, variety of audience and variety of purpose)</p> <ul style="list-style-type: none"> <li>• <i>I will know how to identify / explain key aspects of fiction and non fiction texts</i></li> <li>• <i>I will know how to retrieve information from a text</i></li> <li>• <i>I will know how to use knowledge of vocabulary to understand texts</i></li> <li>• <i>I will know how to infer meaning from a text</i></li> <li>• <i>I will know how writers make deliberate choices to impact the reader</i></li> <li>• <i>I will know how to choose and discuss books to read for pleasure</i></li> </ul>					
	<ul style="list-style-type: none"> <li>• The Secret of Black Rock -</li> <li>• The Big Book of the Blue -</li> <li>• Dear Greenpeace</li> <li>• Somebody Swallowed Stanley</li> </ul>	<ul style="list-style-type: none"> <li>• George's Marvellous Medicine</li> <li>• Water: Exploring the Science of Everyday Materials</li> <li>• Everything Human Body by National Geographic Kids -</li> </ul>	<ul style="list-style-type: none"> <li>• Once Upon a Fairytale</li> <li>• Little Red Riding Hood -</li> <li>• The Proudest Blue</li> <li>• The Three Little Pigs and the Big Bad Book</li> <li>• Rumaysa -</li> <li>• The Wright Brothers: A Kid's Book About Achieving the Impossible (Mini Movers and Shakers)</li> </ul>	<ul style="list-style-type: none"> <li>• The Akimbo Adventures</li> <li>• Journey</li> <li>• 100 Rainforest Facts</li> <li>• What? Where? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• The Rainbow Bear</li> <li>• The Last Bear</li> <li>• The Bear in the Stars</li> <li>• Anthony Brown - Zoo</li> <li>• Speeches</li> <li>• Polar Bears: Level 2 (National Geographic Readers)</li> </ul>	<ul style="list-style-type: none"> <li>• The Illustrated Tales of King Arthur</li> <li>• Arthur and the Golden Rope</li> <li>• Where? (Jordan Collins)</li> <li>• Little People, Big Dreams: Florence Nightingale</li> </ul>
<ul style="list-style-type: none"> <li>• I know how to discuss the sequence of events and how items of information are related</li> <li>• I know how non-fiction books are structured in different ways</li> <li>• I know how to use simple organisational features to find information</li> <li>• I know how to ask and answer questions about a text</li> <li>• I know how to use morphology to work out unknown words and link the meanings of new words to words I already know</li> <li>• I know how to make and explain inferences on the basis of what is being said and done</li> <li>• I know how to predict what might happen on the basis of what I have read so far</li> </ul>						