







Year 2 Coverage				
Creation and conservation Autumn 1		Creation & conservation Autumn 2		
Literary Leaf Text	 <i>There's a Rang-Tan in my Bedroom</i> James Sellick	 <i>The Magic and Mystery of Trees</i> Jen Green	 <i>The Spider and the Fly</i> Mary Howitt and Tony DiTerlizzi	 <i>After the Fall</i> Dan Santat
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	<ul style="list-style-type: none"> 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 being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> 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 being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry discussing the sequence of events in books and how items of information are related recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> 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 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Understand both the books that they can already read accurately and fluently and those that they listen to by:	<ul style="list-style-type: none"> 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. 			
Bravery vs. fear Spring 1		Change & relationships Spring 2		
Literary Leaf Text	 <i>A Book of Bears</i> Katie Viggers	 <i>Hotel Flamingo</i> Alex Milway	 <i>Too Small Tola</i> Atinuke	 <i>Fanatical about Frogs</i> Owen Davey
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	<ul style="list-style-type: none"> listening to, discussing and expressing views about 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 being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> 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 discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases



<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • making inferences on the basis of what is being said and done • answering and asking questions • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Fictional Worlds & fantasy Summer 1		Urban metropolis Summer 2		
<p>Literary Leaf Text</p>	 <p><i>Eric</i> Shaun Tan</p>	 <p><i>Cakes in Space</i> Philip Reeve</p>	 <p><i>The Street Beneath my Feet</i> Charlotte Guillian</p>	 <p><i>Grimwood</i> Nadia Shireen</p>
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<ul style="list-style-type: none"> • 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 • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> • listening to, discussing and expressing views about 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 • discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> • 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 • being introduced to non-fiction books that are structured in different ways • discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	<ul style="list-style-type: none"> • 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 • discussing and clarifying the meanings of words, linking new meanings to known vocabulary
<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<ul style="list-style-type: none"> • 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. 			