	Year 2 Coverage					
	Creation and cons	Creation & conservati				
Literary Leaf Text	There's a Rang-Tan in my Bedroom James Sellick	The Magic and Mystery of Trees Jen Green	The Spider and the Fly Mary Howitt and Tony DiTerlizzi	A		
Develop pleasure in reading, motivation to read, vocabulary and understandi ng by: Understand both the books that they can	<ul> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>drawing on what they already know or on background</li> <li>checking that the text makes sense to them as they ready and sking questions</li> </ul>	ad and correcting inaccurate reading	<ul> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul> <li>Iis</li> <li>wid</li> <li>an</li> <li>cal</li> <li>d</li> <li>iter</li> <li>b</li> <li>wid</li> <li>re</li> <li>sto</li> <li>cal</li> </ul>		
already read accurately and fluently and those that they listen to by:	<ul> <li>predicting what might happen on the basis of what ha</li> <li>Participate in discussion about books, poems and othe</li> <li>Explain and discuss their understanding of books, poel</li> </ul>		ad for themselves, taking turns and listening to what others hose that they read for themselves. Change & relati			
	RMY-					
Literary Leaf Text	A Book of Bears Katie Viggers	Hotel Flamingo Alex Milway	Too Small Tola Atinuke			
Develop pleasure in	<ul> <li>listening to, discussing and expressing views about non-fiction at a level beyond that at which they can</li> </ul>	• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories	• listening to, discussing and expressing views about a wide range of contemporary and classic poetry,	• list wide		

and non-fiction at a level beyond that at which they

• discussing and clarifying the meanings of words,

linking new meanings to known vocabulary

• discussing their favourite words and phrases

• discussing the sequence of events in books and how

can read independently

items of information are related

pleasure in reading,

motivation

vocabulary

understandi

to read,

and

ng by:

read independently

items of information are related

structured in different ways

• discussing the sequence of events in books and how

being introduced to non-fiction books that are

discussing and clarifying the meanings of words,

linking new meanings to known vocabulary



## ition Autumn 2



## After the Fall Dan Santat

listening to, discussing and expressing views about a vide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they an read independently

- discussing the sequence of events in books and how ems of information are related
- becoming increasingly familiar with and retelling a vider range of stories, fairy stories and traditional tales recognising simple recurring literary language in tories and poetry
- discussing and clarifying the meanings of words, nking new meanings to known vocabulary

## ships Spring 2



stories and non-fiction at a level beyond that at which

· discussing the sequence of events in books and how

• recognising simple recurring literary language in

• discussing and clarifying the meanings of words,

linking new meanings to known vocabulary

discussing their favourite words and phrases

they can read independently

stories and poetry

items of information are related

Fanatical about Frogs Owen Davey

- 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



Understand both the books that they can already read accurately and fluently and those that they listen to by:	<ul> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul> <li>draw</li> <li>inforr</li> <li>cheat</li> <li>read</li> <li>mak</li> <li>and c</li> <li>anse</li> <li>precent</li> <li>precent</li> <li>part</li> <li>other</li> <li>can rew</li> <li>what</li> <li>Explipoem</li> <li>and t</li> </ul>
Literary Leaf Text	Fictional Worlds &	fantasy Summer 1 Cakes in Space Philip Reeve	Urban metro	polis S
Develop pleasure in reading, motivation to read, vocabulary and understandi ng by:	<ul> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	<ul> <li>listening to, discussing and expressing views about non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	<ul> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	Iiste wide and r read disc items disc linkin
Understand both the books that they can already read accurately and fluently and those that they listen to by:		ad and correcting inaccurate reading nd done		rs say



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- plain and discuss their understanding of books, ems and other material, both those that they listen to
- d those that they read for themselves.

## Summer 2



Grimwood Nadia Shireen

- stening to, discussing and expressing views about a le range of contemporary and classic poetry, stories d non-fiction at a level beyond that at which they can id independently
- scussing the sequence of events in books and how ms of information are related
- scussing and clarifying the meanings of words,
- king new meanings to known vocabulary