



Year 2 Reading Overview

		Our community		Our World		Our Impact	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 2	Topic	Made in Durham	There's no place like home	Medicine Women	Adventures around the world	Fire! Fire!	Going Wild
	Talk through Stories	• A little Bit Brave • The Owl Who was Afraid of the Dark • After the fall	• Handa's Hen • The Invisible Stickman	• Small's Big Dream • Supertato • Love	• How to be a Viking • Where the Wild Things Are • Ruby's worry	• Cops and Robbers • Cottonwool Colin • Can't you Sleep Little Bear?	• The Extraordinary Gardener • The Wall and the Wild • There's a Snake in my School
	T4W Texts	Jack and the Beanstalk T4W - Jack and the Beanstalk Character description	Meerkat Mail T4W - Meerkat mail or Meerkat Mail T4W - Travel Brochure	Supertato Character description change to super nurse Non chronological report	Traction man T4W - Traction Man T4W - Traction man's adventures newspaper report	The Elves and the Shoemaker T4W - The Elves and the Shoemaker T4W - Samuel Pepys diary	Leaf - Sandra Diechmann T4W - The Papaya that spoke Description of setting



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Applying Phonics	I understand the importance of decoding words automatically. I understand that some words cannot be decoded with phonic strategies. I use the graphemes taught to blend sounds. I know that phonemes may be represented by different graphemes. I know that familiar words do not need to be sounded out and blended. I read these familiar words automatically and accurately without sounding or blending.	I know that the same grapheme may be read in different ways. I recognise alternatives and consider which will make more sense. I recognise syllables in words. I know that breaking words into syllables helps fluent decoding. I know that other strategies can be used to read unfamiliar words. I use other strategies to support fluent decoding.	I read words of two or more syllables accurately. I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I read these books fluently and confidently.
Reading with Fluency and Understanding	I know that the purpose of reading is to make meaning. I know that there is a range of decoding strategies. I check that text I read makes sense. I re-read when I have lost the meaning.	I self-correct when I have lost the meaning. I use prior knowledge and reading experiences to understand text. I use the context to understand texts. I ask questions to clarify understanding. I can find the answers to retrieval questions about stories, poems or non-fiction texts. I recognise that a writer can have a message for the reader. I can make predictions about possible events.	I know what the inference - 'reading between the lines' - means. I find inferences about characters' feelings and thoughts. I can explain inferences about characters' feelings and thoughts. I give reasons for characters' actions or behaviour. I recognise key ideas in a text. I can explain a writer's message. I can make predictions about how characters might behave.
Reading for Pleasure	I know that there are different kinds of stories. I listen to or read a range of different kinds of stories. I make choices about the books I read. I know that non-fiction books are organised differently from fiction texts. I know that books or texts have a purpose.	I explain why I prefer certain books or stories. I can retell stories with the key events in the correct sequence. I can retell a story with the key events and the characters. I know how to find information in a non-fiction book. I identify the purpose of a book or a text. I know that books and stories are set in different place and times.	I decide how useful a non-fiction book is to find the information I need. I can find the setting or time in books or stories. I can discuss the setting or time in books.
Reading for Pleasure : Poetry	I know the difference between poetry and narrative. I know that there are different kinds of poetry. I listen to different kinds of poetry. I talk about books or poems read. I know that stories and poems can have patterned or recurring literary language.	I can talk about the meaning of different poems. I recognise that a poem can tell a story. I learn a poem by heart. I give an opinion on books or poems read. I find patterned or recurring literary language in poems and stories. I find favourite words and phrases.	I recite or perform a poem making the meaning clear. I talk about favourite words and phrases. I know that word choice affects meaning. I can explain why a writer has chosen a word to affect meaning.