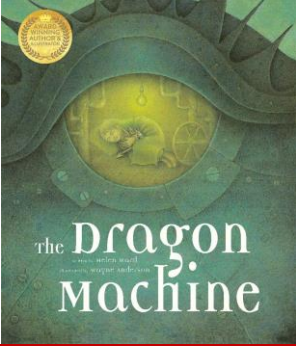


Year Two – Summer 2

Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Quality Text & Interconnection	How to Catch a Star & Man on the Moon Technological Innovation	Paddington Displacement & Invasion	Bog Baby Environmental Impact	The Night Gardener Social Change	A River Environmental Impact	The Dragon Machine Individuality, Technological Innovation, & Displacement & Invasion
Statutory Requirements	<ul style="list-style-type: none"> 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 Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Being introduced to non-fiction books that are structured in different ways 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 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"> 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 		
Explanatory Phrases	Build on previous vocabulary: I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel...			And focus on: ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions...		

Writing Curriculum Overview: Summer 2

<p>Quality Text & Writing Outcomes</p>	<p>Poetry: Free Verse (Personification) Fiction: Fantasy (Character & Action) Non-fiction: Non-chronological Report</p>	
<p>Word</p>	<p>Build on previous learning and focus on: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]. Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1). Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p>	
<p>Sentence</p>	<p>Build on previous learning and focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but). Expanded Noun Phrases for description and specification.</p>	
<p>Text</p>	<p>Build on previous learning and focus on: Use of capital letters, full stops and question marks to demarcate sentences. Use apostrophes to mark singular possession in nouns. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p>	
<p>Punctuation</p>	<p>Build on previous learning and focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name].</p>	