Reading Curriculum

Year 2		
Autumn	Spring	Summer
Global Citizen	1666 and all that	Well-being in Britain

There are **8 themes** of learning within the Reading Curriculum for all year groups, outlined below.

Within each theme there are **key strands** to break the learning down and give you an understanding of what it means.

There are then **specific objectives** as to what **you need to teach** and what **children need to learn**. These are pitched at expected standards.

Theme 1. Develop positive attitudes to reading	**Strands:** - Take pleasure in reading - Read independently and in groups. Enjoy listening to books read to them - Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say - Extend their range of reading	**Theme 2. Skills and strategies to read for understanding**	**Strands:** - Use prior knowledge to support understanding - Check that books make sense to them - Ask questions to improve their understanding - Skim, scan and read closely - Use strategies to locate or infer the meaning of unfamiliar words - Annotate text - Visualise their understanding of what they read - Make predictions - Summarise understanding - Adapt reading strategies for different purposes or according to the text type
	Objectives: 1.1 - Read and listen to whole books, make choices for their personal reading 1.2 - Read independently and in groups. 1.3 - Enjoy listening to books read to them 1.4 - Justify their choices of books and their preferences from the books they have read or have had read to them		**Objectives:** 2.1 - Link the events or topic from a text to their own experience and/ or information they know, e.g. going to school 2.2 - Recognise how books are similar to others they have read or heard, e.g. theme, author, language 2.3 - Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding. (self-monitoring) 2.4 - Scan pages to find specific information, using key words or phrases and headings.

			2.5 - Read sections of text more carefully, e.g. to answer a specific question. 2.6 - Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. 2.7 - Put what they've read or heard into their own words.
Theme 3. Understanding vocabulary used in texts	**Strands:** - Build a wide vocabulary - Use a dictionary effectively - Use strategies to locate or infer the meaning of unfamiliar words (also included in the Skills and Strategies strand)	**Theme 4. Express, record and present their understanding**	**Strands:** - Develop and express their understanding - Answer questions about a text and record their understanding - Justify their ideas about a text - Annotate the text to support understanding - Demonstrate understanding of stories, poetry and plays through retelling and reciting orally
	Objectives: 3.1 - Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read. 3.2 - Use dictionaries to locate words by the initial letter 3.3 - Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.		**Objectives:** 4.1 - Discuss themes, plots, events and characters. 4.2 - Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text. 4.3 - Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. 4.4 - Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.
Theme 5. Understand the whole text	**Strands:** - Identify main ideas and themes in a wide range of books and understand how these are developed over a text - Identify how structure and presentation contribute to meaning - Make comparisons within and across texts - Identify how language contributes to meaning - Evaluate the text	**Theme 6. Retrieve information from texts**	**Strands:** - Retrieve and record information from texts - Retrieve the meaning of unfamiliar vocabulary where this is explained in the text - Identify how language, structure and presentation contribute to meaning - Ask retrieval questions about a text
	Objectives: 5.1 - Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. 5.2 - Make comparisons of characters and events in narratives. 5.3 - Explain why they like a particular text.		**Objectives:** 6.1 - Identify what is known for certain from the text about characters, places and events in narrative. 6.2 - Locate information using contents, index, sub headings, page numbers etc.

			6.3 - Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text. 6.4 - Notice how information is presented. 6.5 - Ask what, where, and when questions about a text to support and develop their understanding.
Theme 7. Inferential understanding	**Strands:** - Infer from what characters say and do - Predict what might happen - Identify how language … contribute(s) to meaning: How meaning is conveyed through the writer's language choices - Ask inferential questions - Adapt reading strategies in order to make inferences	**Theme 8. Reading to find out**	**Strands:** - Retrieve and record information from non-fiction texts - Ask questions to find out - Identify how the structure and presentation of non-fiction texts contributes to meaning - Identify how language …contributes to meaning - Apply strategies for reading non-fiction texts
	Objectives: 7.1 - Make inferences about characters from what they say and do, focusing on important moments in a text. 7.2 - Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. 7.3 - Re-read sections of texts carefully to find answers to questions about characters and events..		**Objectives:** 8.1 - Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. 8.2 - Pose and record questions prior to reading to find something out. 8.3 - Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points. 8.4 - Scan a text to find specific sections using key words or phrases, sub headings.