

## National Curriculum Requirements – Year 2

### Reading – word reading

#### Statutory requirements

Pupils should be taught to:

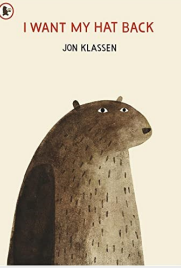
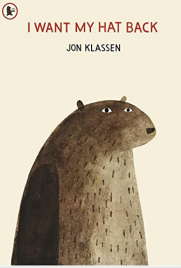




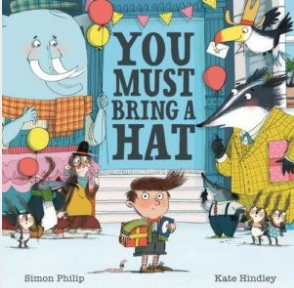
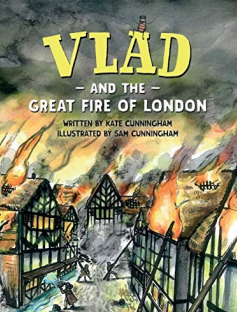

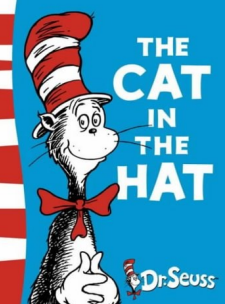
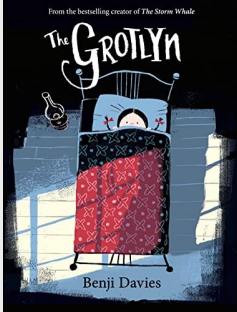
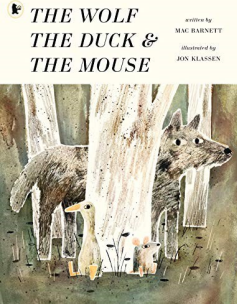
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

### Reading – comprehension

#### Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - 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
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - 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.

<p><b>Year 2 Autumn 1</b></p> <p><b>History</b></p> <p><b>Science</b></p> <p><b>Geography</b></p>	<p><u>Week 1</u></p> <p><b>The Great Fire of London</b></p> <p><b>Animals including Humans</b></p> <p><b>West Wickham</b></p>	<p><u>Week 2</u></p> <p><b>The Great Fire of London</b></p> <p><b>Animals including Humans</b></p> <p><b>West Wickham</b></p>	<p><u>Week 3</u></p> <p><b>The Great Fire of London</b></p> <p><b>Animals including Humans</b></p> <p><b>West Wickham</b></p>	<p><u>Week 4</u></p> <p><b>The Great Fire of London</b></p> <p><b>Animals including Humans</b></p> <p><b>West Wickham</b></p>	<p><u>Week 5</u></p> <p><b>The Great Fire of London</b></p> <p><b>Animals including Humans</b></p> <p><b>West Wickham</b></p>	<p><u>Week 6</u></p> <p><b>The Great Fire of London</b></p> <p><b>Animals including Humans</b></p> <p><b>West Wickham</b></p>
<p><b>Power of Reading</b></p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p><b>Spelling</b></p>	<p>Step 1: Words where 'dge' makes a /j/ sound</p> <p>badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge</p>	<p>Step 2: Words where 'ge' makes a /j/ sound</p> <p>change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe</p>	<p>Step 3: Words where 'g' makes a /j/ sound</p> <p>gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle</p>	<p>Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</p> <p>race, ice, cell, city, fancy, lace, space, circle, circus, rice</p>	<p>Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</p> <p>knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw</p>	<p>Step 6: Challenge Words</p> <p>door, floor, poor, find, kind, mind, behind, child, children, because</p>
<p><b>Story Time</b></p> <p>5 x 15 mins a week</p> <p>Teacher's Choice</p> <p>Suggestions of High Quality Texts</p>						

Year 2 Autumn 1

History

Science

Geography

Week 1

The Great Fire of London

Animals including Humans  
West Wickham

Week 2

The Great Fire of London

Animals including Humans  
West Wickham

Week 3

The Great Fire of London

Animals including Humans  
West Wickham

Week 4

The Great Fire of London

Animals including Humans  
West Wickham

Week 5

The Great Fire of London

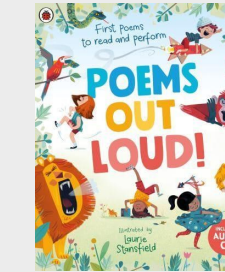
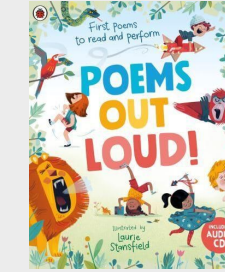
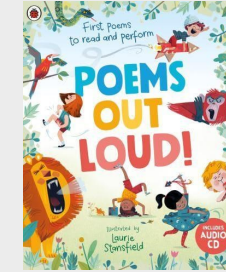
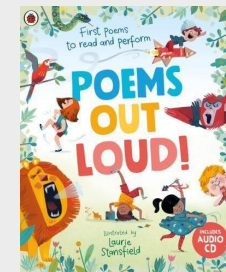
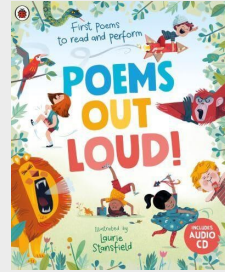
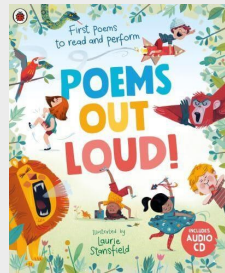
Animals including Humans  
West Wickham

Week 6

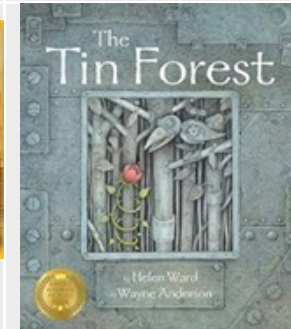
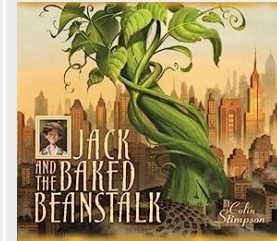
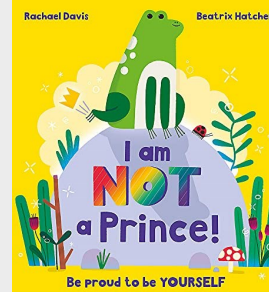
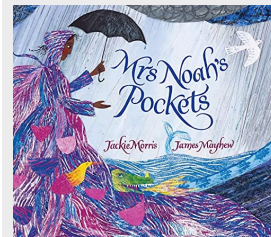
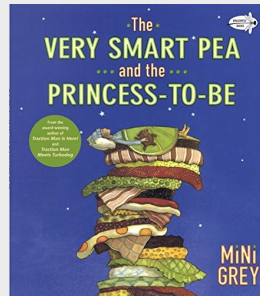
The Great Fire of London

Animals including Humans  
West Wickham

Poetry



Traditional Tales and variants of Traditional Tales

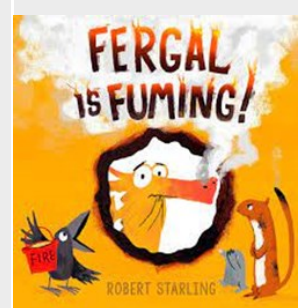
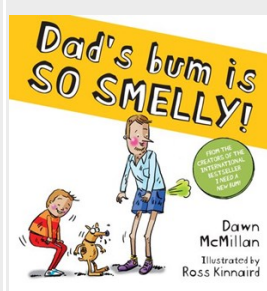
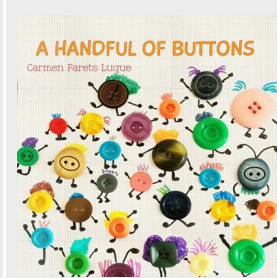
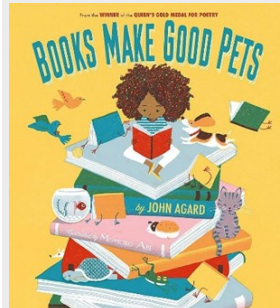
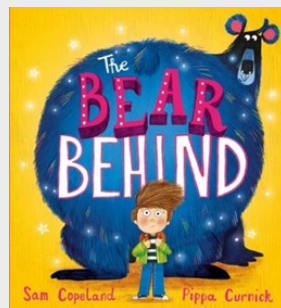


Assembly Focus

3 x 15 a week

Book Assembly

Reading Assembly



Year 2 Autumn 2

History

Science

Geography

Week 1

Change Makers

Keeping Healthy

West Wickham and beyond

Week 2

Change Makers

Keeping Healthy

West Wickham and beyond

Week 3

Change Makers

Keeping Healthy

West Wickham and beyond

Week 4

Change Makers

Keeping Healthy

West Wickham and beyond

Week 5

Change Makers

Keeping Healthy

West Wickham and beyond

Week 6

Change Makers

Keeping Healthy

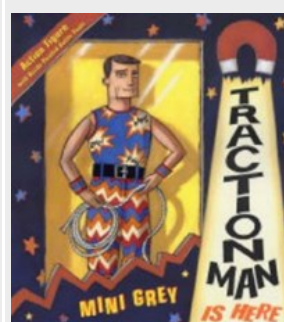
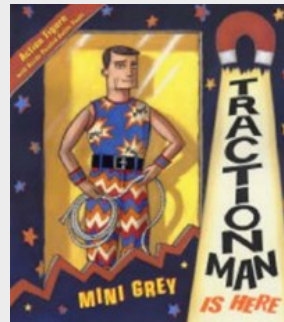
West Wickham and beyond

Power of Reading

4 x 1 hour per week

Used as a basis for writing

Readers' Theatre



Spelling

Step 7: Words where 'wr' makes a /r/ sound at the beginning of words

write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote

Step 8: Words ending in 'le'

table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle

Step 9: Words ending in 'el'

camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel

Step 10: Words ending in 'al'

metal, petal, capital, hospital, animal, equal, final, pedal, local, magical

Step 11: Words ending in 'il'

pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil

Step 12: Challenge Words

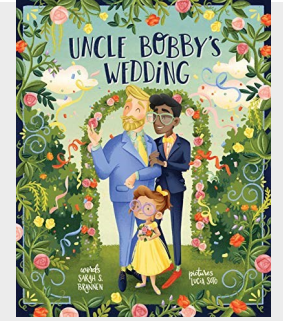
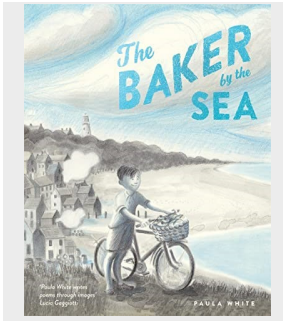
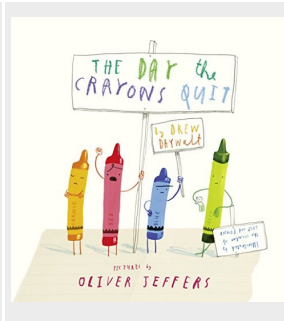
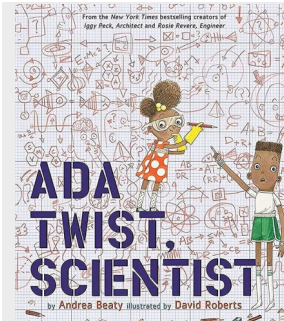
wild, climb, most, only, both, old, cold, hold, gold, told

Story Time

5 x 15 mins a week

Teacher's Choice

Suggestions of High Quality Texts



Year 2 Autumn 2

History

Science

Geography

Week 1

Change Makers

Keeping Healthy

West Wickham  
and beyond

Week 2

Change Makers

Keeping Healthy

West Wickham and  
beyond

Week 3

Change Makers

Keeping Healthy

West Wickham and  
beyond

Week 4

Change Makers

Keeping Healthy

West Wickham and  
beyond

Week 5

Change Makers

Keeping Healthy

West Wickham and  
beyond

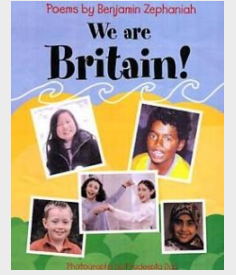
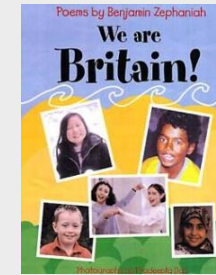
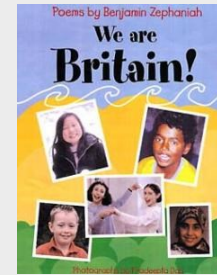
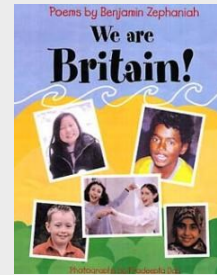
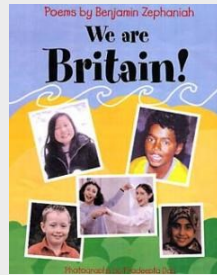
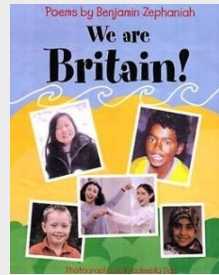
Week 6

Change Makers

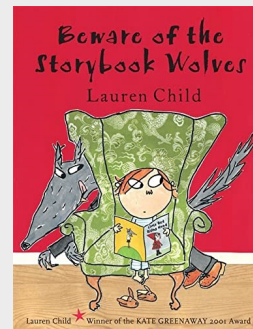
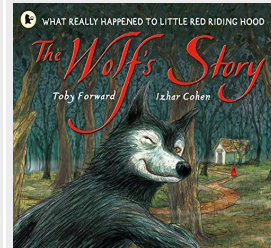
Keeping Healthy

West Wickham and  
beyond

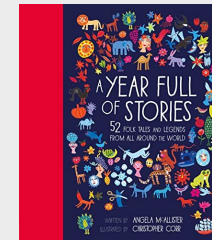
Poetry



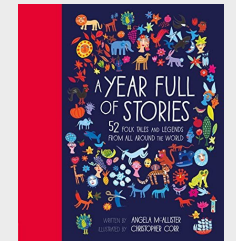
Traditional Tales and  
variants of  
Traditional Tales



Spring And Autumn—A  
Japanese Story



Uncle Martin—A French  
Christmas Story

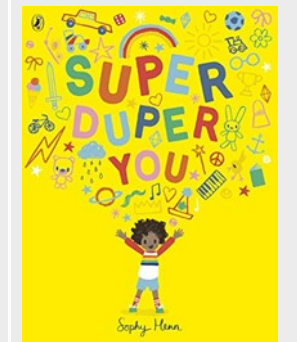
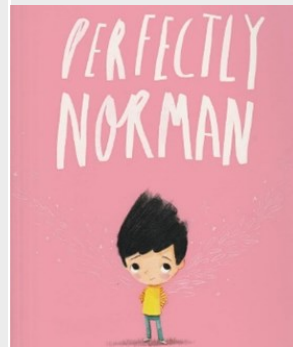
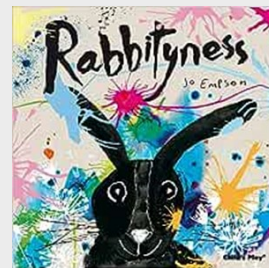
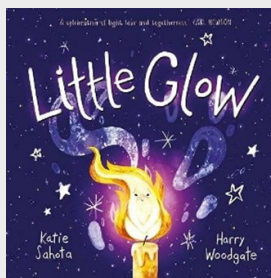


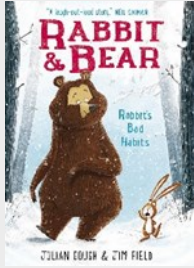
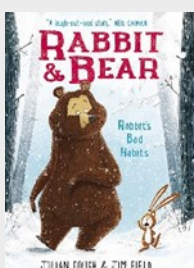
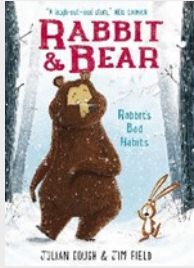
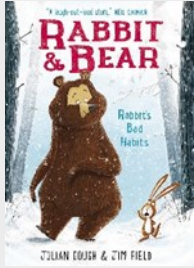
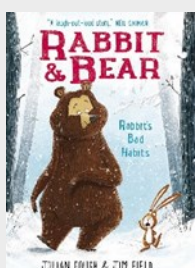

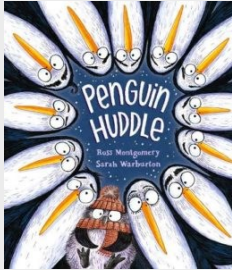
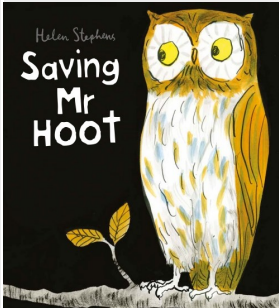
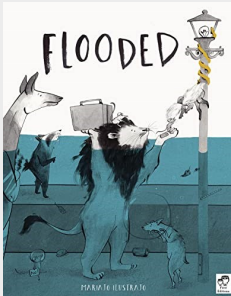
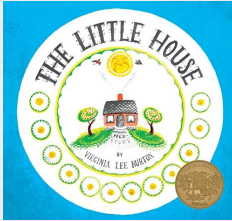
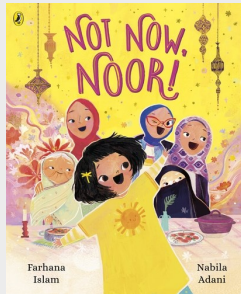
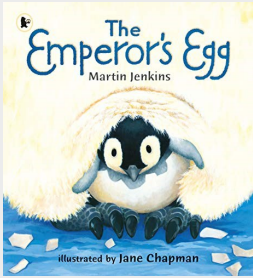
Assembly Focus

3 x 15 a week

Book Assembly

Reading Assembly



<p>Year 2 Spring 1</p> <p>Science</p> <p>Geography</p>	<p><u>Week 1</u></p> <p>Habitats</p> <p>Rivers and Mountains</p>	<p><u>Week 2</u></p> <p>Habitats</p> <p>Rivers and Mountains</p>	<p><u>Week 3</u></p> <p>Habitats</p> <p>Rivers and Mountains</p>	<p><u>Week 4</u></p> <p>Habitats</p> <p>Rivers and Mountains</p>	<p><u>Week 5</u></p> <p>Habitats</p> <p>Rivers and Mountains</p>	<p><u>Week 6</u></p> <p>Habitats</p> <p>Rivers and Mountains</p>
<p>Power of Reading</p> <p>4 x 1 hour per week</p> <p>Used as a basis for writing</p> <p>Readers' Theatre</p>						
<p>Spelling</p>	<p>Step 13: Words where 'y' makes an /igh/ sound</p> <p>cry, fly, dry, try, reply, July, shy, spy, sky, why</p>	<p>Step 14: Words where '-es' is added to words ending in 'y'</p> <p>tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries</p>	<p>Step 15: Words where '-ed' is added to words ending in 'y'</p> <p>copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied</p>	<p>Step 16: Words where '-er' and '-est' are added to words ending in 'y'</p> <p>happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest</p>	<p>Step 17: Words where '-ing' is added to words ending in 'e'</p> <p>hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring</p>	<p>Step 18: Challenge Words</p> <p>every, everybody, even, great, break, steak, pretty, beautiful, after, fast</p>
<p>Story Time</p> <p>5x 15 mins a week</p> <p>Teacher's Choice</p> <p>Suggestions of High Quality Texts</p>				 <p>E Book</p>		

Year 2 Spring 1

Science

Geography

Week 1

Habitats

Rivers and Mountains

Week 2

Habitats

Rivers and Mountains

Week 3

Habitats

Rivers and Mountains

Week 4

Habitats

Rivers and Mountains

Week 5

Habitats

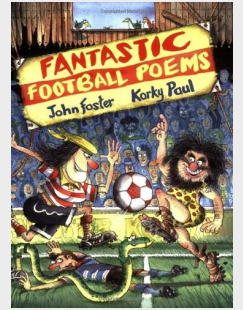
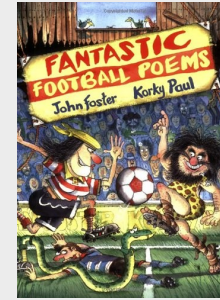
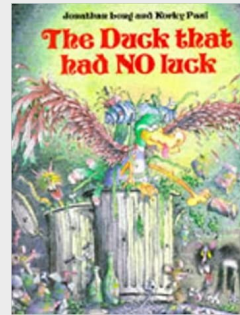
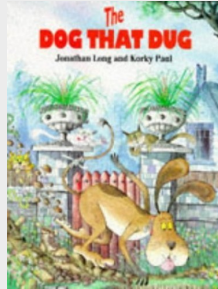
Rivers and Mountains

Week 6

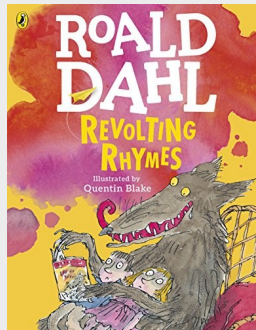
Habitats

Rivers and Mountains

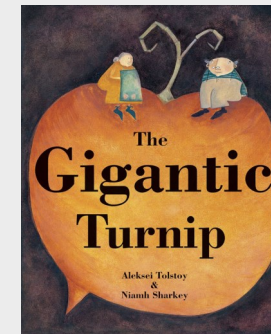
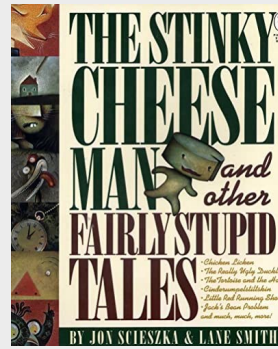
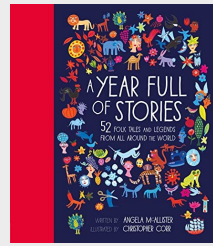
Poetry



Traditional Tales and variants of Traditional Tales



The Bell of Atri—An Italian Story

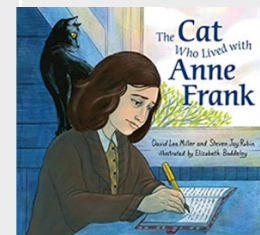
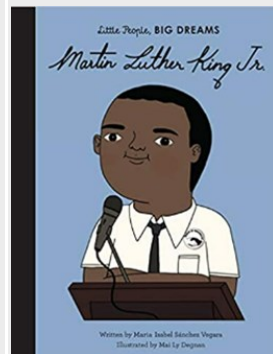
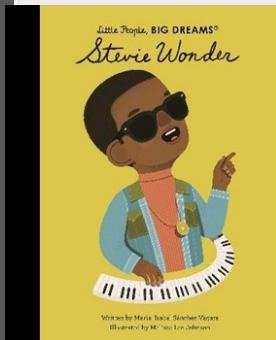


Assembly Focus

3 x 15 a week

Book Assembly

Reading Assembly



Year 2 Spring 2

History

Science

Week 1

Adventurers and

Explorers

Habitats

Week 2

Adventurers and

Explorers

Habitats

Week 3

Adventurers and

Explorers

Habitats

Week 4

Adventurers and

Explorers

Habitats

Week 5

Adventurers and

Explorers

Habitats

Week 6

Adventurers and

Explorers

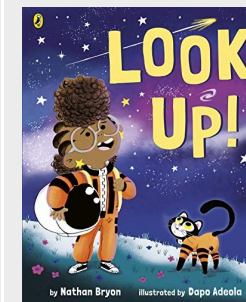
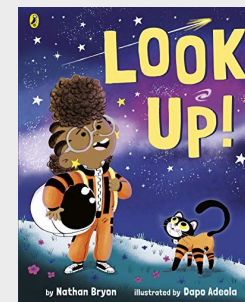
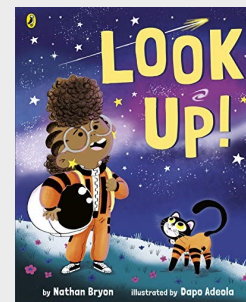
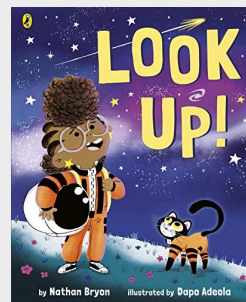
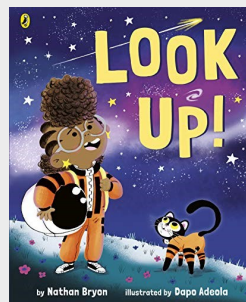
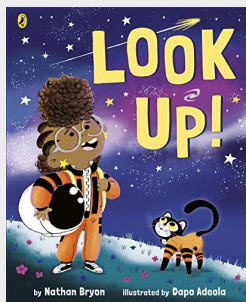
Habitats

Power of Reading

4 x 1 hour per week

Used as a basis for writing

Readers' Theatre



Spelling

Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'

nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest

Step 20: Words where '-ing' is added to single syllable words

patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapp

Step 21: Words where '-ed' is added to single syllable words

patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged

Step 22: Words where 'a' makes an /or/ sound

all, ball, walk, call, talk, always, fall, small, also, bald

Step 23: Words where 'o' makes an /u/ sound

other, mother, brother, nothing, cover, money, some, dozen, wonder, done

Step 24: Challenge Words

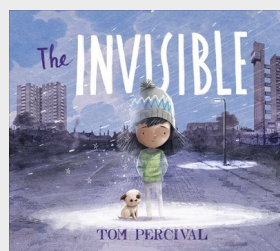
last, past, father, class, grass, pass, plant, path, bath, rather

Story Time

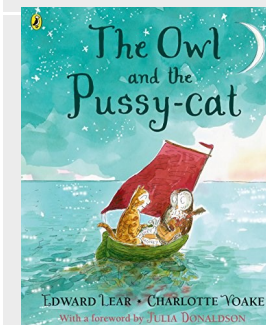
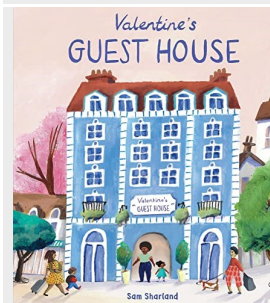
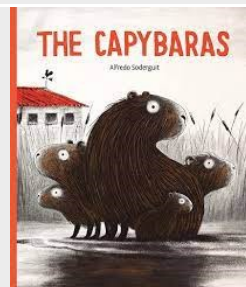
5 x 15 mins a week

Teacher's Choice

Suggestions of High Quality Texts



E Book





Year 2 Spring 2

History

Science

Week 1

Adventurers and Explorers  
Habitats

Week 2

Adventurers and Explorers  
Habitats

Week 3

Adventurers and Explorers  
Habitats

Week 4

Adventurers and Explorers  
Habitats

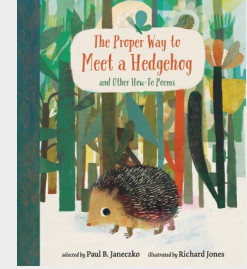
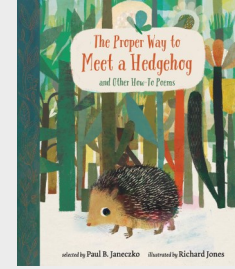
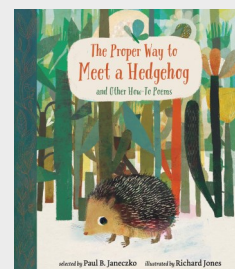
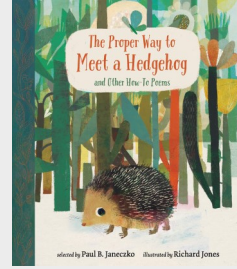
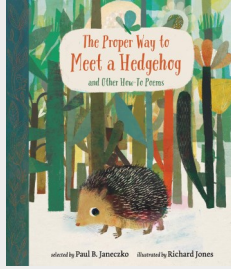
Week 5

Adventurers and Explorers  
Habitats

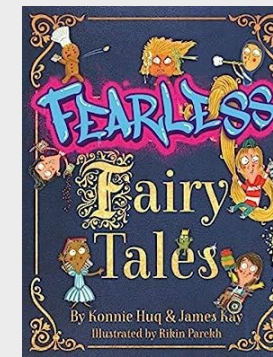
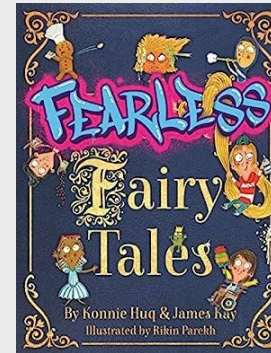
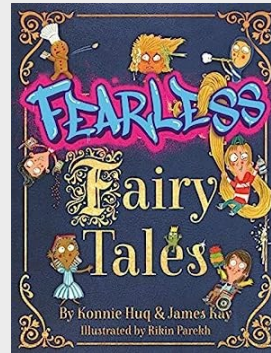
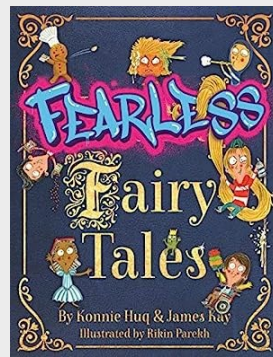
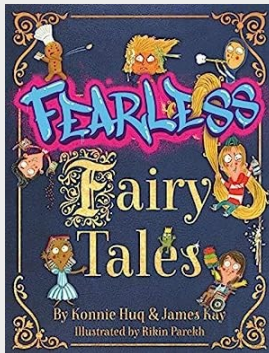
Week 6

Adventurers and Explorers  
Habitats

Poetry



Traditional Tales and variants of Traditional Tales

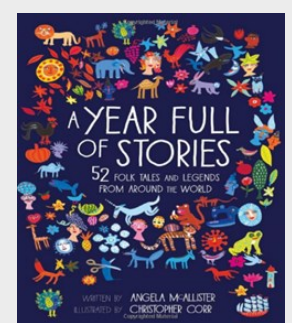
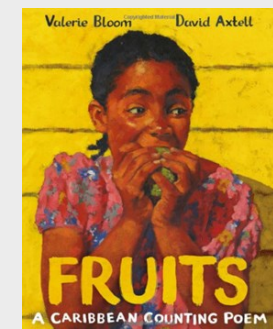
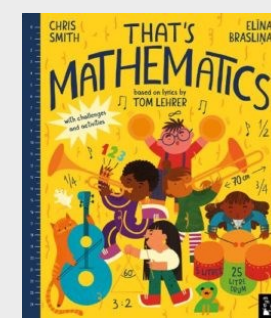
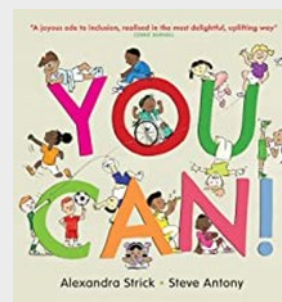
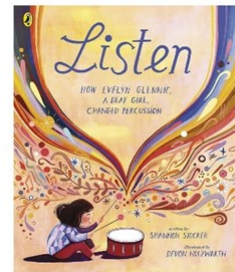
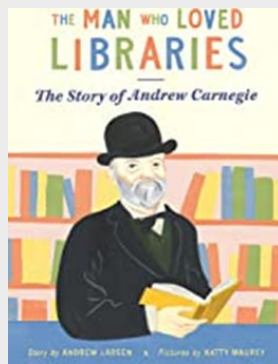


Assembly Focus

3 x 15 a week

Book Assembly

Reading Assembly



Year 2 Summer 1

History

Science

Week 1

Tudors

Plants

Week 2

Tudors

Plants

Week 3

Tudors

Plants

Week 4

Tudors

Plants

Week 5

Tudors

Plants

Week 6

Tudors

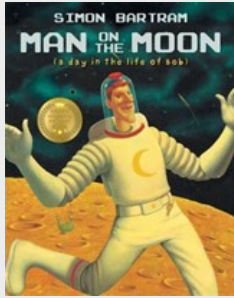
Plants

Power of Reading

4 x 1 hour per week

Used as a basis for writing

Readers' Theatre



Spelling

Step 25: Words where the digraph 'ey' makes an /ee/ sound

key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney

Step 26: Words where 'a' makes an /o/ sound

want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash

Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound

word, work, worm, world, worth, warm, war, towards, warn, warned

Step 28: Words where 'si' and 's' makes an /zh/ sound

television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual

Step 29: Words ending in '-ment' and '-ness'

payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness

Step 30: Words ending in '-ful' and '-less'

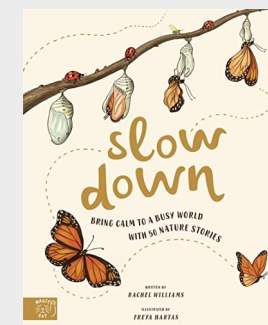
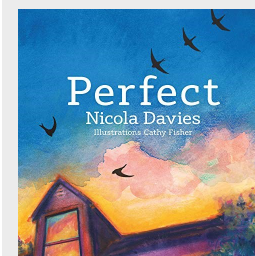
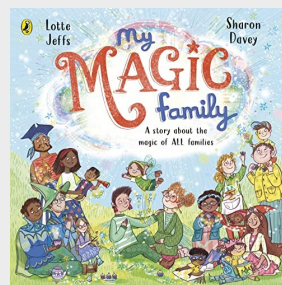
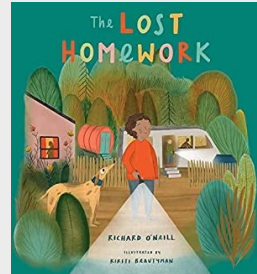
careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless

Story Time

4 x 15 mins a week

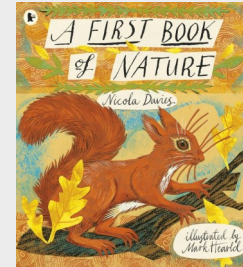
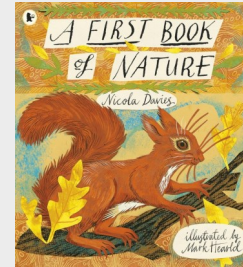
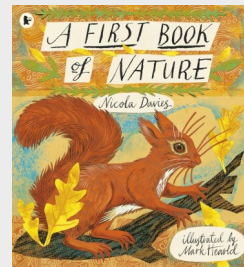
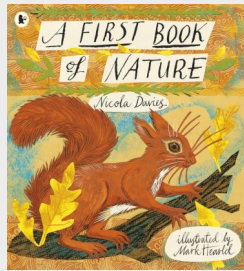
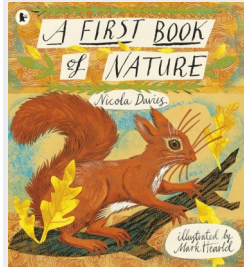
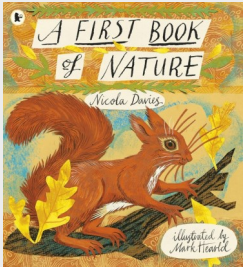
Teacher's Choice

Suggestions of High Quality Texts



<p>Year 2 Summer 1</p> <p>History</p> <p>Science</p>	<p><u>Week 1</u></p> <p>Tudors</p> <p>Plants</p>	<p><u>Week 2</u></p> <p>Tudors</p> <p>Plants</p>	<p><u>Week 3</u></p> <p>Tudors</p> <p>Plants</p>	<p><u>Week 4</u></p> <p>Tudors</p> <p>Plants</p>	<p><u>Week 5</u></p> <p>Tudors</p> <p>Plants</p>	<p><u>Week 6</u></p> <p>Tudors</p> <p>Plants</p>
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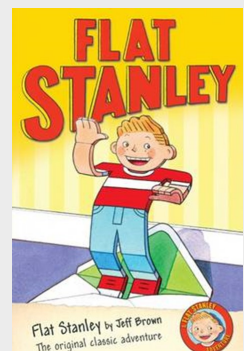
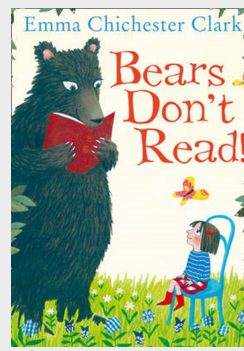
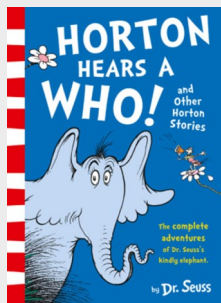
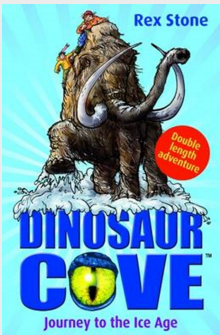
Poetry



Whole Class

Reading

Lesson

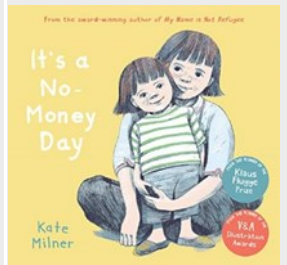
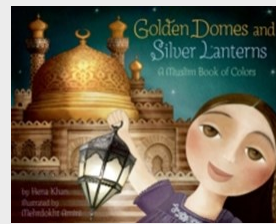
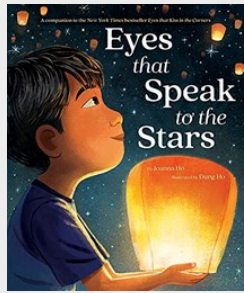
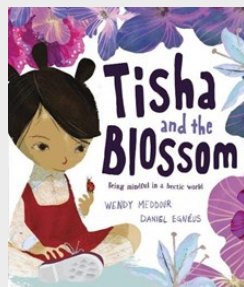
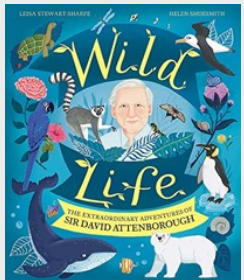
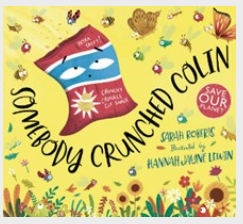


Assembly Focus


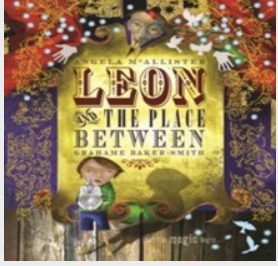



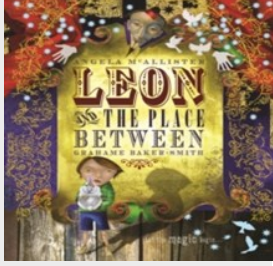
3 x 15 a week

Book Assembly

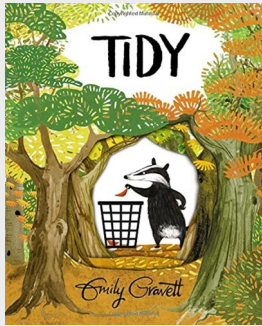

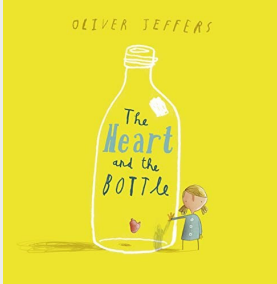
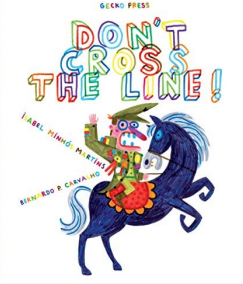
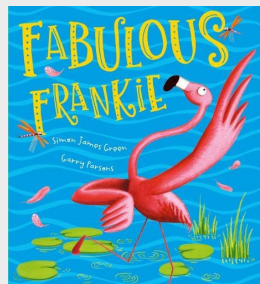
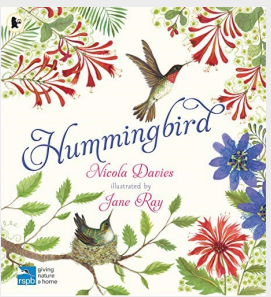
Reading Assembly



Year 2 Summer 2	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Science	Materials	Materials	Materials	Materials	Materials	Materials
Geography	Mexico	Mexico	Mexico	Mexico	Mexico	Mexico

<b>Power of Reading</b> 4 x 1 hour per week Used as a basis for writing Readers' Theatre						
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<b>Spelling</b>	Step 31: Words that are homophones  there, their, here, hear, see, sea, too, two, blue, blew	Step 32: Words that are homophones or near homophones  quiet, quite, bare, bear, sun, son, be, bee, night, knight	Step 33: Words ending in '-tion'  station, fiction, motion, nation, education, action, injection, caption, fraction, competition	Step 34: Words with an apostrophe for contraction  can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd	Step 35: Words with an apostrophe for possession  Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's	Step 36: Challenge Words  whole, any, many, clothes, busy, people, water, again, half, hour
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<b>Story Time</b> 4 x 15 mins a week Teacher's Choice Suggestions of High Quality Texts						
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Year 2 Summer 2

Science

Geography

Week 1

Materials

Mexico

Week 2

Materials

Mexico

Week 3

Materials

Mexico

Week 4

Materials

Mexico

Week 5

Materials

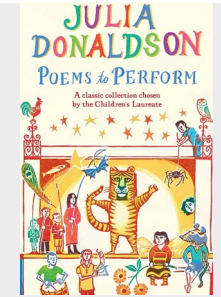
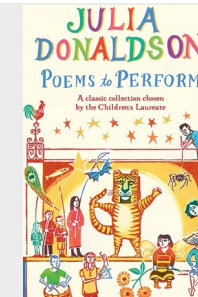
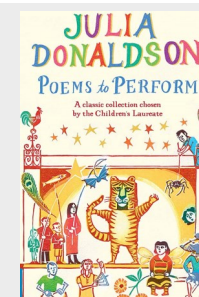
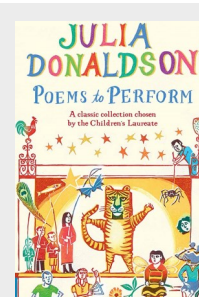
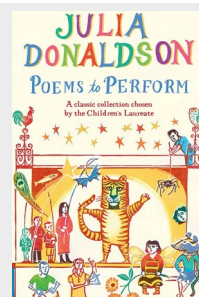
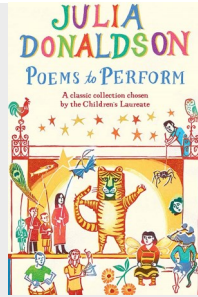
Mexico

Week 6

Materials

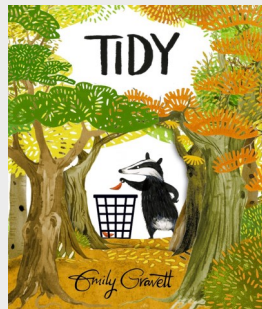
Mexico

Poetry

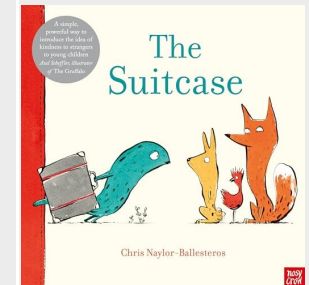
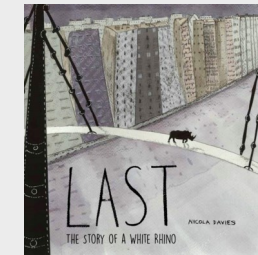


Whole Class

Reading Lessons



Mexico Page 9



Assembly Focus

3 x 15 a week

Book Assembly

Reading Assembly

