#### 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.

# Year 2 Autumn 1 **History Power of Reading** 4 x 1 hour per week Used as a basis for writing Readers' Theatre Spelling



badge, edge, bridge,

dodge, fudge, ridge,

smudge, judge, wedge,

lodge

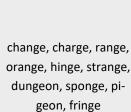
Week 1

The Great Fire of

London

**Animals including** 





Week 2

The Great Fire of

London

**Animals including** 

I WANT MY HAT BACK



makes a /j/ sound

Week 3

The Great Fire of

London

**Animals including** 

gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle



Week 4

The Great Fire of

London

**Animals including** 

Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' race, ice, cell, city, fancy, lace, space, circle, circus,

rice



Week 5

The Great Fire of

London

Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw



Week 6



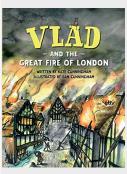
door, floor, poor, find, kind, mind, behind, child,

children, because

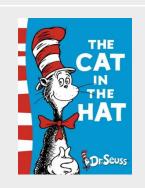
Step 6: Challenge Words

#### Story Time

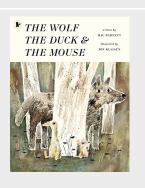












Year 2 Autumn 1
History
Science

### Poetry

## variants of Traditional Tales

Traditional Tales and

## 3 x 15 a week Book Assembly Reading Assembly

**Assembly Focus** 



Week 1

The Great Fire of

London

VERY SMART PEA

PRINCESS-TO-BE

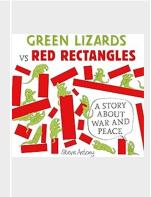


Week 2

The Great Fire of

London



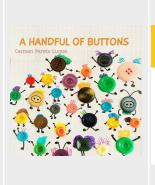


Week 3

The Great Fire of

London

Animals including







### Week 4

The Great Fire of London

**Animals including** 

Week 5 The Great Fire of London

**Animals including** 



The Great Fire of London







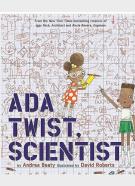




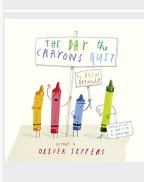


Year 2 Autumn 2 Week 4 Week 1 Week 2 Week 3 Week 5 Week 6 **Change Makers Change Makers Change Makers Change Makers Change Makers Change Makers History Keeping Healthy Keeping Healthy Keeping Healthy Keeping Healthy Keeping Healthy Keeping Healthy** Power of Reading 4 x 1 hour per week Used as a basis for writing Readers' Theatre Spelling Step 8: Words ending in Step 10: Words ending in Step 7: Words where 'wr' Step 9: Words ending in Step 11: Words ending in Step 12: Challenge Words 'le' 'al' ʻil' makes a /r/ sound at the 'el' beginning of words wild, climb, most, only, write, wriggle, wrap, table, apple, bottle, little, camel, tunnel, jewel, both, old, cold, hold, gold, metal, petal, capital, hospipencil, fossil, nostril, pupil, wrestle, written, middle, bubble, cable, told travel, tinsel, squirrel, tal, animal, equal, final, April, gerbil, lentil, evil, wrecked, wrapped, wren, uncle, ankle, eagle hazel, vowel, angel, towpedal, local, magical anvil, basil wrong, wrote el

#### **Story Time**













Year 2 Autumn 2

History

Science

Week 1

Change Makers

Keeping Healthy

West Wickham

Week 2
Change Makers
Keeping Healthy
West Wickham and
beyond

Week 3
Change Makers
Keeping Healthy
Mest Wickham and
beyond

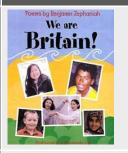
Week 4
Change Makers
Keeping Healthy
Vest Wickham and
beyond

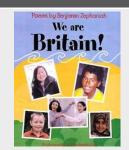
Change Makers
Keeping Healthy
West Wickham and

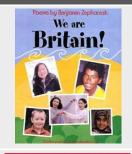
Week 5

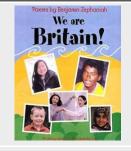
Week 6
Change Makers
Keeping Healthy
West Wickham and
beyond

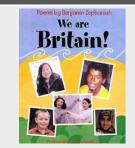
Poetry

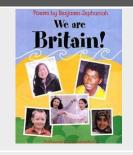








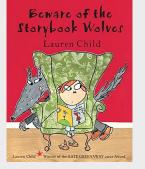




Traditional Tales and variants of Traditional Tales











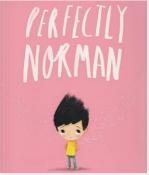
Uncle Martin—A French Christmas Story



**Assembly Focus** 

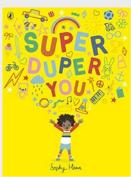












Year 2 Spring 1 Science	<u>Week 1</u> Habitats	<u>Week 2</u> Habitats	<u>Week 3</u> Habitats	<u>Week 4</u> Habitats	<u>Week 5</u> Habitats	<u>Week 6</u> Habitats
Geography	Rivers and Moun- tains	Rivers and Moun- tains	Rivers and Moun- tains	Rivers and Moun- tains	Rivers and Moun- tains	Rivers and Moun- tains
Power of Reading  4 x 1 hour per week  Used as a basis for writing  Readers' Theatre	PABBIT & BEAR RIBBER RI	RABBIT & BEAR RODES A THE FIELD	RABBIT & BEAR RADERS BAD RADERS BAD FILIAN EQUIP & TIM FIELD	RABBIT & BEAR RABES BAD RABES BAD FAINT EDUSA & TWY FIELD	RABBIT & BEAR RICHARD GOTE & THE FIELD	RABBIT & BEAR RODES RODES RODES REDES TOLIAN COURS & THY FIELD
Spelling	Step 13: Words where 'y' makes an /igh/ sound  cry, fly, dry, try, reply, July, shy, spy, sky, why	Step 14: Words where '- es' is added to words ending in 'y'  tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries	Step 15: Words where '- ed' is added to words ending in 'y'  copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	Step 16: Words where '-er' and '-est' are add- ed to words ending in 'y' happier, happiest, an- grier, angriest, drier, driest, tidier, tidiest, funnier, funniest	Step 17: Words where '- ing' is added to words ending in 'e'  hiking, shining, joking, hoping, smiling, surpris- ing, loving, writing, com- ing, caring	Step 18: Challenge Words  every, everybody, even, great, break, steak, pretty, beautiful, after, fast
Story Time  5x 15 mins a week  Teacher's Choice  Suggestions of High	Penguin HUDDLe	Saving Mr. Hoot	FLOODED	THE HOUSE OF THE PARTY OF THE P	NOT NOW, NOOR!	Emperor's Egg

Quality Texts

E Book

Farhana Islam

# Year 2 Spring 1 Poetry

# Week 1

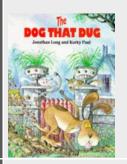
## Week 2

Week 3

## Week 4



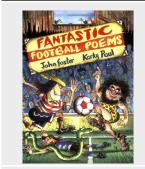
## Week 6



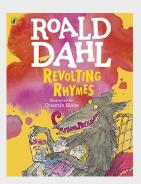




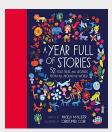


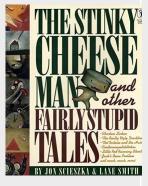


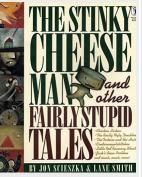
Traditional Tales and variants of Traditional Tales





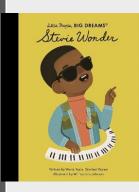


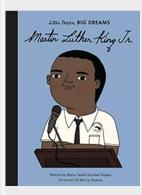




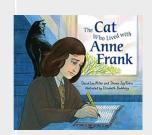


#### **Assembly Focus**







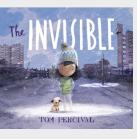




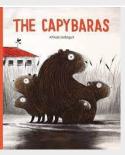


Year 2 Spring 2 History Science  Power of Reading 4 x 1 hour per week Used as a basis for	Week 1 Adventurers and Explorers Habitats  LOOK UPL	Week 2 Adventurers and Explorers Habitats  LOOK UPL	Week 3 Adventurers and Explorers Habitats  LOOK UPL	Week 4 Adventurers and Explorers Habitats  LOOK UPL	Week 5 Adventurers and Explorers Habitats  LOOK UPL	Week 6 Adventurers and Explorers Habitats  LOOK UPL
writing Readers' Theatre  Spelling	Step 19: Words where '- er', '-est' and '-ed' is added to words ending in 'e'  nicer, writer, baker, looser,	Step 20: Words where '- ing' is added to single syllable words  patting, humming, drop-	Step 21: Words where '-ed' is added to single syllable words  patted, hummed,	Step 22: Words where 'a' makes an /or/ sound	Step 23: Words where 'o' makes an /u/ sound	Step 24: Challenge Words last, past, father, class,
	safer, simpler, hoped, loved, largest, closest	ping, running, hopping, clapping, sitting, flipping, wrapp	dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	all, ball, walk, call, talk, always, fall, small, also, bald	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	grass, pass, plant, path, bath, rather
Story Time 5 x 15 mins a week Teacher's Choice	The INVISIBLE	THE CAPYBARAS  Alteta Sodergue	Swim, Shark, Swim! Dom Conton & Anastasia kelesou	Valentine's GUEST HOUSE	The Owl ) Pussy-cat	INSIDE THE VILLAUIS

Suggestions of High Quality Texts

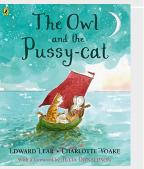


E Book











Year 2 Spring 2

History

Adventurers and

Explorers

Science

Habitats

Week 2
Adventurers and
Explorers
Habitats

Week 3
Adventurers and
Explorers
Habitats

Week 4
Adventurers and
Explorers
Habitats

Week 5
Adventurers and
Explorers

Week 6
Adventurers and
Explorers
Habitats

Poetry





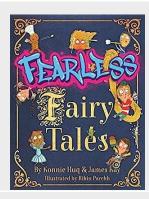


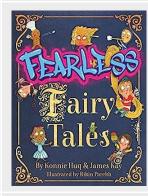


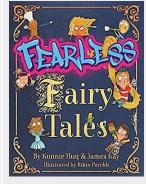


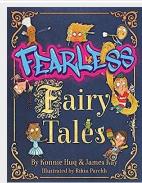


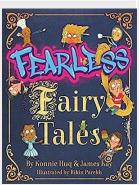
Traditional Tales and variants of Traditional Tales



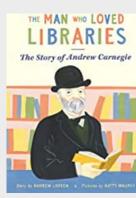


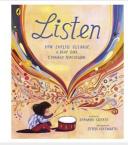


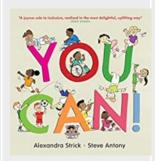


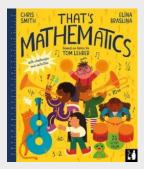


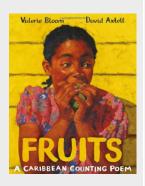
**Assembly Focus** 

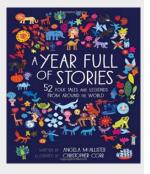












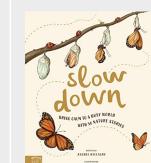
Year 2 Summer 1 History Science	Week 1 Tudors Plants	Week 2 Tudors Plants	Week 3 Tudors Plants	Week 4 Tudors Plants	Week 5 Tudors Plants	Week 6 Tudors Plants
Power of Reading  4 x 1 hour per week  Used as a basis for writing  Readers' Theatre	MAN THE MOON (3 day in the life of ass)	SIMON BARTRAM MAN THE MOON (5/35) IN THE HIGH (5/45)	SIMON BARTRAM  MAN ON MOON (3 day in the fifted tas)	SIMON BARTRAM MAN THE MOON (3 thy in the life of sas)	SIMON BARTRAM MAN THE MOON (3.45) 15 Th Hifs of 40)	SIMON BARTRAM  MAN THE MOON (3 day in the life of task)
Spelling	Step 25: Words where the digraph 'ey' makes an /ee/ sound	Step 26: Words where 'a' makes an /o/ sound	Step 27: Words where 'or' and 'ar' make an /er/ or / or/ sound	Step 28: Words where 'si' and 's' makes an /zh/ sound	Step 29: Words ending in '-ment' and '-ness'	Step 30: Words ending in '-ful' and '-less'
	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash	word, work, worm, world, worth, warm, war, to- wards, warn, warned	television, treasure, usual, measure, pleasure, deci- sion, vision, leisure, ver- sion, visual	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, great- ness, kindness	careful, playful, thankful, helpful, wonderful, use- less, careless, homeless, hopeless, spotless
Story Time  4 x 15 mins a week	NIBIT	The LOST HOMEWORK	lotte Jeffs Parcy Sheron Davey Family	Perfect Nicola Davies		Hold on to your broom for magical mayhem!







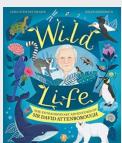


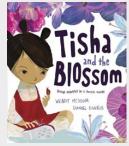


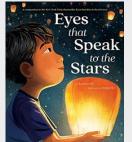


Year 2 Summer 1 History Science	Week 1 Tudors Plants	Week 2 Tudors Plants	Week 3 Tudors Plants	Week 4 Tudors Plants	<u>Week 5</u> Tudors Plants	<u>Week 6</u> Tudors Plants
Poetry	A FIRST BOOK  ST NATURE  Vicola Divis-  Illustated by Mark Tituatel	A FIRST BOOK  F NATURE  Vicola Davis  Clinitatal by Mark Heatel	A FIRST BOOK ST NATURE  Nicola Divis  Illustrate the Mark Treath	A FIRST BOOK  F NATURE  Nicola Davis  Liluspatid by  Mark Hisark	A FIRST BOOK  ST NATURE  Vicola Divis  Clinitatal by Mark Heatel	A FIRST BOOK  F NATURE  Nicola Dmils  illustrated by Arric Treadet
Whole Class Reading Lesson	Rex Stone  UNUSAUR  COVE  Journey to the Ice Age	HORTON HEARS A WHO! other diorten Stories  The complete elevations and the complete el	Bears Don't Read!	FLAT STABLEY  Flat Stanley by 34ff Prown The original classic adventure	GRANNY CAME HERE ON THE EMPIRE WINDRUSH  A tentament general of of tituded represent Copy dates.  PATRICE LAWRENE Entersord by Greikla Score	MICHAEL BOND Creator of Paddington Bear THE OLGA OF OLGA  da Polga Valor to the Attract of administrative productions, HIGH RONNVEEL RAYNER RAYNER
<b>Assembly Focus</b> 3 x 15 a week	coun	LIMATERIAL MARKET		Fyes	Golden Domes and Silver Lanterns	From the sourh-woming solver of the time is the Delegae

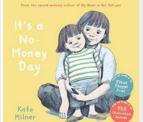




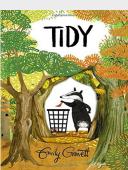








Year 2 Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Materials	Materials	Materials	Materials	Materials	Materials
Geography	Mexico	Mexico	Mexico	Mexico	Mexico	Mexico
Power of Reading 4 x 1 hour per week Used as a basis for writing Readers' Theatre	LEON STIEPLICE BETWEEN	LEON STIEPLICE BETTE PLICE BETTE PLICE BET	LEON STIEPLICE BETWEEN STIEF	LEON STIEPLICE BETWEEN	LEON STIEPLICE BETWEEN	LEON STIEPLICE BETWEEN
Spelling	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
Story Time	TIDY	Floella Benjamin. % Diane Ewen	OLIVER JEFFERS	DON'T	FARIFOLIC	













Year 2 Summer 2 Science	<u>Week 1</u> Materials	<u>Week 2</u> Materials	<u>Week 3</u> Materials	<u>Week 4</u> Materials	Week 5 Materials	Week 6 Materials
Geography	Mexico	Mexico	Mexico	Mexico	Mexico	Mexico
Poetry	JULIA DONALDSON POEMS & PERFORM A danie collection chose by the Children Laurete	JULIA DONALDSON POEMS & PERFORM A chaine calierten rhome by the Children Laurent	JULIA DONALDSON POEMS to PERFORM A classic electrican closes by the Citations Laureur	DONALDS ON POEMS & PERFORM by the Children charact by the Children Laurest by	JULIA DONALDS ON POEMS & PERFORM the military Lorent to the Children's Lorent	JULIA DONALDSON POEMS & PERFORM A dance collection shows by the Children Laurents  ***  ***  ***  ***  ***  **  **  **
Whole Class Reading Lessons	TIDY	BIG BOOK	GEORGES QMAZÍNG ADVENTURES	BIG ** CVTY	AST	The Suitcase



3 x 15 a week Book Assembly Reading Assembly











Mexico Page 9

