

Mexborough St John the Baptist C of E Primary School



Reading Curriculum

Y2

This document outlines the range of text extracts available to teachers to use in their reading lessons. It includes a range of fiction, non-fiction, picture books, poems and songs alongside the reading curriculum objectives to be taught alongside each text.

At Mexborough St John the Baptist we value reading as a key life skill and are dedicated to ensuring our pupils become lifelong readers. We aim to foster an outstanding reading culture through the teaching of reading skills and promotion of reading for pleasure. Our goal is to provide pupils with many opportunities to read throughout the school day to build reading fluency and most importantly to enjoy a text. Our reading curriculum ensures pupils are exposed to a wide range of books throughout the year. By the time pupils leave Mexborough St John the Baptist, we hope they have built a love of reading which grows with them as they continue their education.

Texts are divided into the following categories to allow for a well-rounded, inclusive reading programme for all children.

Children's classics
Contemporary children's fiction
Diverse texts

Y2

Fiction

Text	Reading Objectives
The smartest giant in town	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far
The king who banned the dark	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far
Cavegirl (female lead)	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far
Dave Pigeon	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far
Two places to call home (different families)	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.

	<p>Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far</p>
Fantastic Mr Fox	<p>Become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far</p>
Flat Stanley	<p>Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far</p>
Gobbolino	<p>Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far</p>
Isadora Moon goes on holiday (female lead)	<p>Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far</p>
Mr Majeika	<p>Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done</p>

	<p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
Oliver and the seawigs	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
Paddington	<p>Become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
Spud Murphy	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
The tear thief	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
The chocolate monster	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>

	Predicting what might happen based on the book so far
The day the crayons quit	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
The dragon in the library	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
The enchanted wood	<p>Become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
The owl who was afraid of the dark	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
The Twits	<p>Become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>

	Predicting what might happen based on the book so far
Billy and the beast (ethnic minority lead)	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far
The Tin Forest	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far
The proudest blue (ethnic minority lead)	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far
Marv and the mega robot (ethnic minority lead)	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far
Claude at the circus	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning. Discuss their favourite words and phrases and explain why. Make inferences on what is being said and done Answer and ask retrieval questions Predicting what might happen based on the book so far
Marge in charge	Discuss the sequence of events in books and how items of information are related Recognise simple recurring literary language in stories and poetry

	<p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>
An alien in the jam factory (medical conditions- CP)	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Predicting what might happen based on the book so far</p>

Non-Fiction

Text	Reading Objectives
Protecting the planet: Emperor of the Ice	<p>Being introduced to non-fiction that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>
We all celebrate	<p>Being introduced to non-fiction that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>
Counting on Katherine	<p>Being introduced to non-fiction that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>
The big book of blue	<p>Being introduced to non-fiction that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>
Little people, big dreams collection	<p>Being introduced to non-fiction that are structured in different ways</p>

	<p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>
All about bees- twinkl	<p>Being introduced to non-fiction that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>
Marbvellous minibeast- grammarsaurus	<p>Being introduced to non-fiction that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>
How does the monster-catching trap work? -grammarsaurus	<p>Being introduced to non-fiction that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>
The legend of Nian- grammarsaurus	<p>Being introduced to non-fiction that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>
How to protect your house from the big bad wolf- grammarsaurus	<p>Being introduced to non-fiction that are structured in different ways</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p>

Poetry

Text	Reading Objectives
Please Mrs Butler	<p>Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond which they can read independently.</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciate these and reciting some, with appropriate intonation</p>
Splish Splash Splosh	<p>Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond which they can read independently.</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciate these and reciting some, with appropriate intonation</p>
Zim Zam Zoom- a collection of poems	<p>Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond which they can read independently.</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciate these and reciting some, with appropriate intonation</p>
Alligator problem	<p>Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond which they can read independently.</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciate these and reciting some, with appropriate intonation</p>
Billy Mcbone	<p>Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond which they can read independently.</p>

	<p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary. Drawing on what they already know about vocabulary to determine meaning.</p> <p>Discuss their favourite words and phrases and explain why.</p> <p>Make inferences on what is being said and done</p> <p>Answer and ask retrieval questions</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciate these and reciting some, with appropriate intonation</p>
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