


<div><div>Literacy Tree</div></div>		Reading Comprehension - Year 2															
		Develop pleasure in reading, motivation to read, vocabulary and understanding by:								Understand both the books that they can already read accurately and fluently and those that they listen to 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 information to make the meaning clear	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 references 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	
Curriculum 2014 Objectives																	
	Books							This will come through									
	After the Fall	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	There's a Rang-tan in my Bedroom	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	
	Lost Species	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	The Magic and Mystery of Trees	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	
	A Book of Bears	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	
	Too Small Toia	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	Fanatical About Frogs	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	The Magic Finger	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Eric	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	
	Cakes in Space	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	
	Ada Twist and the Perilous Pantaloons	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	
	The Street Beneath my Feet	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	









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Curriculum 2014 Objectives

		Reading Comprehension															
		Develop positive attitudes to reading and understanding of what they read by:								Understand what they read, in books they can read independently, by:							
		Listening to and discussing a wide range of fiction, poetry, non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Using dictionaries to check the meaning of words that they have read	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Identifying themes and conventions in a wide range of books	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Discussing words and phrases that capture the reader's interest and imagination	Recognising some different forms of poetry (for example, free verse, narrative poetry)	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Asking Questions to improve their understanding of a text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying main ideas drawn from more than one paragraph and summarising these	Identifying how language structure, and presentation contribute to meaning	Retrieving and record information from non-fiction	Participate in discussion about both books that are new to them and those they can read for themselves, taking turns and listening to what others say
Themes	Books																
	The Lost Spells	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	Arthur and the Golden Rope	✓			✓			✓		✓		✓	✓	✓	✓		✓
	The BFG	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
	New and Collected Poems for Children by Carol Ann Duffy	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	The Firework Maker's Daughter	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	The Poet's Dog	✓				✓	✓	✓		✓		✓	✓	✓	✓		✓
	The White Fox	✓			✓	✓				✓		✓	✓	✓	✓		✓
	How does a Lighthouse Work?	✓	✓			✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
	Mr Penguin and the Lost Treasure	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓
	I am the Seed that Grew the Tree	✓				✓	✓	✓		✓		✓	✓	✓	✓		✓
	Two Weeks with the Queen	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓

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Themes		Books														
		Zombierella	✓	✓			✓		✓	✓		✓	✓	✓	✓	✓
		The Story of Flight	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓
		The Wild Robot	✓			✓			✓		✓	✓	✓	✓	✓	✓
		The Pied Piper of Hamelin (Robert Browning poem)	✓				✓	✓	✓		✓	✓	✓	✓	✓	✓
		Tamarind and the Star of Isha	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
		Viking Voyagers	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓
		Norse Myths	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
		Poems from a Green and Blue Planet	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓
		The Lion, the Witch and the Wardrobe	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓

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 Literacy Tree		Reading Comprehension																			
		Maintain positive attitudes to reading and understanding of what they read by:										Understand what they read by:									
		Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Recommending books that they have read to their peers, giving reasons for their choices	Identifying and discussing themes and conventions in writing	Making comparisons within and across books	Learning a wider range of poetry by heart	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Asking questions to improve their understanding	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Identifying how language, structure and presentation contribute to meaning	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Distinguish between statements of fact and opinion	Retrieve, record and present information from non-fiction	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Provide reasoned justifications for their views
Curriculum 2014 Objectives																					
Themes	Books																				
	The Good Thieves	✓		✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
	Politics for Beginners	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
	Who Let the Gods Out	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
	Mythologies	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
	Cogheart	✓		✓			✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
	Me, My Dad and the End of the Rainbow	✓					✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
	Black and British: A Short, Essential History																				
	When the Stars Come Out	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	Grimm Tales for Young and Old	✓	✓	✓		✓	✓		✓		✓	✓	✓	✓	✓				✓	✓	
	Overheard in a Tower Block	✓				✓									✓				✓	✓	
	The Secret of Haven Point	✓		✓	✓		✓		✓			✓	✓	✓	✓	✓			✓	✓	
	Poetry for Kids: William Shakespeare	✓		✓			✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	





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Curriculum 2014: Objectives		Continuing to read and discuss an increasingly wide range of fiction and non-fiction books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Recommending books that they have read to their peers, giving reasons for their choices	Identifying and discussing themes and conventions in writing	Making comparisons within and across books	Learning a wider range of poetry by heart	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Asking questions to improve their understanding	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Identifying how language, structure and presentation contribute to meaning	Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader	Distinguishing between statements of fact and opinion	Retrieving, recording and presenting information from non-fiction	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Provide reasoned justifications for their views
Themes	Books																				
	After the War: from Auschwitz to Ambleside	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓
	Poems from the Second World War	✓					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓
	Beetle Boy	✓		✓			✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	Darwin's Voyage of Discovery	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
	The Little Match Girl Strikes Back	✓	✓		✓		✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	Malala	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	Two Poems about freedom: Caged Bird and I, Too	✓				✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
	The Wolves of Willoughby Chase	✓		✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	The Story of Titanic for Children	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓



