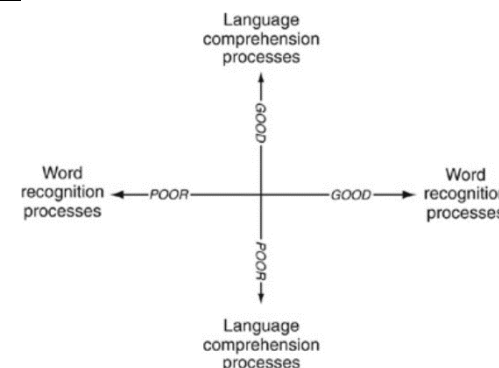


## Stannington Infant School Curriculum for the Teaching of Reading

Through carefully chosen texts we are able to build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. Alongside these texts we provide a rich language environment that promotes and celebrates a culture of reading and writing allowing our children to develop an interest and love of books and literature which will stay with them for life. This selection of books helps to develop children's confidence and encourages them to see themselves as readers and writers for pleasure and purpose. Our reading approach equips children with the range strategies necessary to develop reading fluency and accuracy whilst giving opportunities to express their creativity and explore their imagination through drama, play and in written forms.



### Reading Curriculum Year 2 2025 - 26

| Reading Curriculum Plan 2022-23                 |   |   |   |  |   |          |
|---|---|---|---|--|---|----------|
|   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2 |
| Whole class text                                | The Storm Whale by Benji Davies<br>The Invisible by Tom Percival  | The Owl who was Afraid of the Dark by Jill Tomlinson  |   |  | Fog Hounds by Joan Aitkin<br>The Bee Who Spoke by Al MacCuish<br>The Proudest Blue by Ibtihaj Muhammad  |          |
| Just Read text                                  |   |   | The Lion, The Witch and the Wardrobe by C.S. Lewis  | The Last Bear by Hannah Gold   |   |          |
| Expectations at this point in the year          | Children can retrieve information from a text.<br>Children can make predictions about the text.<br>Children can discuss the author’s choice of vocabulary.<br>Children can sequence the story.<br>Children can make links to their own experiences.<br>Children can say what they like/dislike about a story.   | Children can discuss the way a character has changed during the story.<br>Children can retrieve information from a text.<br>Children can make predictions about the text.<br>Children can discuss the author’s choice of vocabulary.<br>Children can sequence the story.<br>Children can make links to their own experiences.<br>Children can say what they like/dislike about a story. | Children can recap what has happened succulently.<br>Children can summarise what has happened.<br>Children can recall main events in the story.<br>Children can discuss the vocabulary in the book and how it may be different to other books they have read. | Children can recap what has happened succulently.<br>Children can summarise what has happened.<br>Children can recall main events in the story.<br>Children can make links to other stories or events. | Children can discuss the way a character has changed during the story.<br>Children can retrieve information from a text.<br>Children can make predictions about the text.<br>Children can discuss the author’s choice of vocabulary.<br>Children can sequence the story.<br>Children can make links to their own experiences.<br>Children can say what they like/dislike about a story. |          |
| Content Domains and Stannington Reading Friends | 1a draw on knowledge of vocabulary to understand texts (Felicity Fish and Casey Cat)<br>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Ronnie Retriever and Bertie Bee)<br>1c identify and explain the sequence of events in texts (Ronnie Retriever, Bertie Bee and Terry Tortoise)<br>1d make inferences from the text (Percy Penguin)<br>1e predict what might happen on the basis of what has been read so far (Percy Penguin and Terry Tortoise)) |   |   |  |   |          |
| National Curriculum to be taught /reviewed      | This part of the N.C. is taught through phonics sessions using the RWInc. scheme.<br>Reading - word reading   |   | This part of the N.C. is taught through whole class reading and the Just Read project<br>Reading – comprehension<br>Pupils should be taught to:   |  |   |          |

|                                  |  |  |   |  |   |                                |
|----------------------------------|--|--|---|--|---|--------------------------------|
|                                  | Pupils should be taught to: <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>reread these books to build up their fluency and confidence in word reading</li> </ul> |  | develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <ul style="list-style-type: none"> <li>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</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> |  |   |                                |
| Additional Reading opportunities | Book at Bedtime<br>Family Read   | Children's Book Awards<br>Reading Christmas play scripts<br>to perform |   | World Book Day<br>Family Read<br>Cake and Stories with the<br>Lord Mayor (TBC) | Cake and Stories with<br>the Lord Mayor (TBC)<br>Reading Buddies with<br>Year 5 | Reading Buddies with<br>Year 5 |

Books are chosen in conjunction with the Stannington Reading Spine, which is reviewed by staff annually.