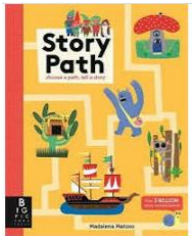
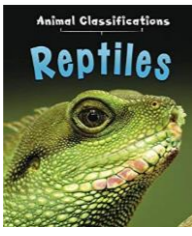
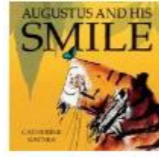


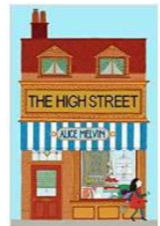
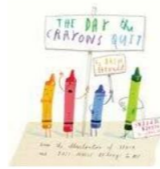
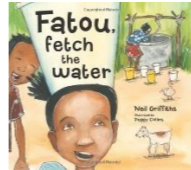
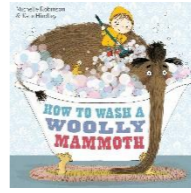
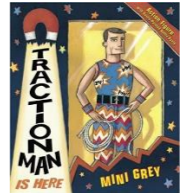

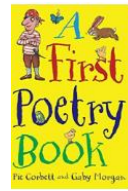


Year 2	Woodlands Park Whole School Reading Progression											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Sequence code	T1S1	T1S2	T2S3	T1S4	T2S5	T2S6	T2S7	T2S8	T3S9	T3S10	T3S11	T3S12
Progression of core texts	The Story Path  (Fiction)	Reptiles  (Non-fiction)	Augustus and His Smile by Catherine Rayner  (Fiction)	Edgar the Dragon  (Fiction – video stimulus)	Little Red Riding Hood  (Fiction – fairy tale)	The High Street  (Fiction)	The day the crayons quit  (Non-fiction)	Fatou, Fetch the Water  (Fiction)	How to wash a woolly mammoth  (Non-fiction)	Traction Man (Summer 2)  (Fiction)	Amelia Earhart  (Non-fiction)	A First Poetry Book  (Poetry)
Whole class teaching reading objectives	<p>Discussing the sequence of events in books and how items of information are related. R11</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher. R12</p> <p>Answering and asking questions R15</p>	<p>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 R7</p> <p>Being introduced to non-fiction books that are structured in different ways R19</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary R17</p>	<p>Discussing their favourite words and phrases R18</p> <p><i>Drawing on what they already know or on background information and vocabulary provided by the teacher R12</i></p> <p><i>Discussing the sequence of events in books and how items of information are related R11</i></p>	<p>Making inferences on the basis of what is being said and done R14</p> <p><i>Discussing the sequence of events in books and how items of information are related. R11</i></p>	<p>Becoming increasingly familiar with and retelling a wider Range of stories, fairy stories and traditional tales R8</p> <p><i>I can ask and answer questions about what I have read. R15</i></p>	<p>Predicting what might happen on the basis of what has been read so far R16</p> <p><i>Discussing their favourite words and phrases R18</i></p> <p><i>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales R8</i></p>	<p><i>Making inferences on the basis of what is being said and done R14</i></p> <p><i>Discussing and clarifying the meanings of words, linking New meanings to known vocabulary R17</i></p>	<p><i>Making inferences on the basis of what is being said and done R14</i></p> <p><i>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary R17</i></p>	<p>Listening to, discussing and expressing views about a non-fiction text R7</p> <p>Discussing the sequence of events in books and how items of information are related R11</p>	<p><i>Making inferences on the basis of what is being said and done R14</i></p> <p><i>Predicting what might happen on the basis of what has been read so far R16</i></p>	<p>Checking that the text makes sense to them as they read and correcting inaccurate reading R13</p> <p><i>Being introduced to non-fiction books that are structured in different ways R19</i></p>	<p>Continuing to build up a repertoire of poems learnt by Heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear R10</p> <p>Recognising simple recurring literary language in stories And poetry R9</p>
Book Talk	<p>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 R7</p> <p>Recognising simple recurring literary language in stories and poetry R9</p> <p>Answering and asking questions R15</p> <p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say R20</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves R21</p>											
Class Story	<p>Answering and asking questions R15</p> <p>Predicting what might happen on the basis of what has been read so far R16</p> <p>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 R7</p>											