

	Year 2 Coverage Autumn			
Literary Leaf Text				
	There's a Rang-Tan in my Bedroom James Sellick	The Magic and Mystery of Trees Jen Green		
Develop pleasure in reading, motivation to read, vocabulary and understandi ng 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 being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	 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 being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	 listening to, discussing a contemporary and classic that at which they can red discussing the sequence are related becoming increasingly for fairy stories and traditional recognising simple recursed discussing and clarifying known vocabulary 	
Understand both the books that they can already	 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. 			
read accurately and fluently and those that they listen to by:	• 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 list	tening to what others say	
accurately and fluently and those that they	• 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 list	tening to what others say	
accurately and fluently and those that they	• 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 list r material, both those that they listen to and those that they read for themselves.	tening to what others say	



After the Fall Dan Santat

- and expressing views about a wide range of sic poetry, stories and non-fiction at a level beyond
- ead independently
- ce of events in books and how items of information
- y familiar with and retelling a wider range of stories, nal tales
- curring literary language in stories and poetry
- ving the meanings of words, linking new meanings to

it Frogs

- and expressing views about a wide range of sic poetry, stories and non-fiction at a level beyond ead independently
- ce of events in books and how items of information
- on-fiction books that are structured in different ways ng the meanings of words, linking new meanings to
- rite words and phrases

© Literacy Tree



			-		
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 making inferences on the basis of what is being said and done answering and asking questions 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. 	 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 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 	 drawing on what they a vocabulary provided by t checking that the text m inaccurate reading making inferences on th answering and asking a predicting what might h Participate in discussion to them and those that th listening to what others s Explain and discuss their material, both those that themselves. 		
	answering and asking questions				
Literary Leaf Text	Eric Shaun Tan	Summer The Street Beneath my Feet Charlotte Guillian	Grimwood Nadia Shireen		
Develop pleasure in reading, motivation to read, vocabulary and understandi ng 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 discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	 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 being introduced to non-fiction books that are structured in different ways discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	 listening to, discussing a contemporary and classi that at which they can re discussing the sequenc are related discussing and clarifyin known vocabulary 		
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 sa Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 				



- already know or on background information and y the teacher
- makes sense to them as they read and correcting
- the basis of what is being said and done
- g questions
- t happen on the basis of what has been read so far
- on about books, poems and other works that are read they can read for themselves, taking turns and
- s say neir understanding of books, poems and other at they listen to and those that they read for

g and expressing views about a wide range of ssic poetry, stories and non-fiction at a level beyond read independently

- nce of events in books and how items of information
- ring the meanings of words, linking new meanings to

© Literacy Tree