Text Map for Owls Year 2						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Reading for Pleasure Spine (inclusive & diverse quality texts)	The Owl who was Afraid of the Dark (Jill Tomlinson) Fantastic Mr Fox (Roald Dahl) The Twits (Roald Dahl) Oliver and the Seawigs (Phillip Reeve)	You're a bad man Mr Gum! (Andy Stanton) The Christmasaurus (Tom Fletcher)	Flat Stanley (Jeff Brown) The Ice Palace	The Penguin Who Wanted to Find out (Jill Tomlinson) Willa and Old Miss Annie (Berlie Doherty) Marge in charge (Isla Fisher) Martin's Mice (Dick King-Smith)	Frog and Toad Together (Arnold Lobel) The three little wolves abnd the bad pig (Eugene Trivizas) Anna Hibiscus (Atinuke)	The Egg (MP Robertson) Billy and the beast (Nadia Shireen) Fred, wizard in training (Simon Phillip) The boy who grew dragons (Andy Shepherd)
Reading Instruction			A variety of reading comprehensions, dependent on ability of groups. Phase 4 and Phase 5 Phonics			
Writing	Lila and the Secret of Rain (David Conway)	Halibut Jackson (David Lucas) Meerkat at Christmas (Emily Gravett)	The Crow's Tale (Naomi Haworth) The Princess and the white bear king (Tanya Robyn)	The Emperor's Egg	Can I build another me? (Shinsuke Yoshitake)	George and the dragon The Egg Box Dragon
Non-fiction/Topic texts	What a wonderful world (Bob Thiele) Mama's Panya's Panakes (Mary Chamberlin) Anna Hibiscus (Atinuke)	Walter Tull Scrapbook (Michaela Morgan) Ready Steady Mo (Kes Grey) Meerkat Mail (Emily Gravett) All are Welcome (Alexandre Penfold)	Arctic and Antarctica (DK) The Great Explorer (Chris Judge) Ruby's Worry (Tom Percival) Lubna and Pebble (Wendy Meddour)	V & A Introduces: Queen Victoria Queen Victoria's Bating Machine (Gloria Whelan)	Who's afraid of the Big Bad Book? (Lauren Child)	Tuesday (David Wiesner)

	One Day on our Blue planet in the Savannah (Ella Bailey) The Huge Bag Full of worries (Virginia Ironside) Hello World (Nicola Edwards)	Amazing Grace (Mary Hoffman) Gregory Cool (Caroline Binch) Traction Man (Mini Grey) Emily Brown and the thing (Cressida Cowell) The Invisible (Tom Percival) A planet full of plastic (Neal Layton) Counting on Katherine (Helaine Becker)	Leaf(Sandra Dieckmann)	Queen Victoria's Underpants (Jackie French) Is it because ? (Tony Ross)		
Poetry	Poems Aloud (Joseph Coelho)					
De-coding & word reading **850-1500 words**	Children continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent;		they focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes;		they read many common exception words in the Y2 POS; read most words without overt sounding and blending, when those words have been frequently encountered.	They read aloud books closely matched to their improving phonic knowledge; texts include more sophisticated and challenging vocabulary.
Literal understanding & retrieval	Children begin to scan for key words in the text order to locate answers;	begin to analyse the wording of a question in order to choose what to look for e.*g. What did the princess do first when she arrived at the castle? Key words: first, princess, castle;*	sometimes can find answers where the question word does not match the text word;	They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions;	recognise simple recurring literary language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry;	draw on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read.

Inferential reading skills	make some inferences, answering 'how' and 'why' questions which may reach beyond the text;	guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark;	predict what might happen next, on the basis of what has been read so far;	explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message;	learn about cause and effect e.g. what has prompted a character's behaviour.	In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.
Response to text	develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and *classic poetry*,	…..stories and non-fiction at a level beyond their independent reading ability;	participate in *discussion about texts* that are read to them and those *they read for themselves*, taking turns and listening to others;	discuss the *sequence of events* in stories; *retell these events orally*, once the story has become familiar;	talk about how different items of information in non-fiction texts are related;	*recognise simple recurring literary language* e.g. once, long ago; far, far away; we shall have snow; *clarify the meaning of words, linking new meanings to known vocabulary*; discuss favourite words/ phrases.
Fluency and phrasing	continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent *(e.g. purple-gold book band);*	read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge;	recite familiar poems by heart;	read many Y2 CE words automatically by sight;	read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending;	check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences, including those which use subordination.