

***i-read* curriculum correlation charts**  
**Year 2**



| Fiction  | New framework objectives by strand   | Links to subjects other than English  |
|--|--|---|
| <p><b>Year 2 Term 1 Fiction – School Days</b><br/> <i>A Bunch of Keys</i> by Chris Powling</p> <p><b>Unit objective</b></p> <p>To read and respond to a story set at school with special reference to dialogue and characters.</p> | <p><i>See also Progression in narrative Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> <li>• Tell real and imagined stories using the conventions of familiar story language.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Adopt appropriate roles in small or large groups and consider alternative courses of action.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use syntax, context, word structures and origins to develop their understanding of word meanings.</li> <li>• Give some reasons why things happen or characters change.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Engage with books through exploring and enacting interpretations.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> </ul> | <p><b>Citizenship</b></p> <p><b>1:</b> Taking part - developing skills of communication and participation</p> <p><b>6:</b> Developing our school grounds</p> <p><b>PE</b></p> <p><b>6:</b> Gymnastic activities (2)</p> |

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| <p><b>Year 2 Term 1 Poetry – School Days</b><br/> <i>Poems About Going to School</i> by Paul Cookson and Gina Douthwaite</p> <p><b>Unit objective</b></p> <p>To read and respond to the poetry of a significant poet, taking special notice of the humour.</p> | <p><i>See also Progression in poetry Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use syntax and context to build their store of vocabulary when reading for meaning.</li> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> </ul> | <p><b>Citizenship</b></p> <p><b>1:</b> Taking part - developing skills of communication and participation</p> |

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| <p><b>Year 2 Term 1 Non-fiction instructional text – Puppet Parade</b><br/><i>Puppet Fun</i> by Andrew Hammond</p> <p><b>Unit objective</b></p> <p>To introduce instructional texts – how to follow and write instructions; to look at multimodal texts.</p> | <p><i>See also Progression in instructional texts Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>Listen to others in class, ask relevant questions and follow instructions.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Draw together ideas and information from across a whole text, using simple signposts in the text.</li> <li>Explain organisational features of texts including layout, diagrams, captions and hyperlinks.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>Maintain consistency in non-narrative, including purpose and tense.</li> </ul> | <p><b>Art and design</b><br/><b>Unit 1B:</b> Investigating materials</p> <p><b>Design and technology</b><br/><b>2B:</b> Puppets</p> <hr/> <p><b>10. Text structure and organization</b><br/>Use appropriate language to make sections hang together.</p> |

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| <p><b>Year 2 Term 1 Fiction – Puppet Parade</b><br/><i>The Sock Serpent</i> by Chris Buckton</p> <p><b>Unit objective</b></p> <p>To use a text as the basis for creating new characters, stories and drama.</p> | <p><i>See also Progression in narrative Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Tell real and imagined stories using the conventions of familiar story language.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>Listen to others in class, ask relevant questions and follow instructions.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>Present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Give some reasons for why things happen or characters change.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Explain their reactions to texts, commenting on important aspects.</li> </ul> | <p><b>Design and technology</b><br/><b>2B:</b> Puppets</p> <p><b>Art and design</b><br/><b>1B:</b> Investigating materials</p> <p><b>Citizenship</b><br/><b>2:</b> Choices</p> <hr/> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>Sustain form in narrative, including use of person and time.</li> <li>Make adventurous word and language choices appropriate to style and purpose of text.</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>Compose sentences using tense consistently (present and past).</li> </ul> |

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| <p><b>Year 2 Term 1 Poetry – Celebrate!</b><br/><i>Celebrate! Poems</i> by Valerie Bloom and Debjani Chatterjee</p> <p><b>Unit objective</b></p> <p>To read and respond to poems about two kinds of festivals.</p> | <p><i>See also Progression in poetry Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use intonation when reading and reciting texts</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use syntax and context to build their store of vocabulary when reading for meaning.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write</li> </ul> | <p><b>Citizenship</b><br/><b>5:</b> Living in a diverse world</p> <p><b>Geography</b><br/><b>5:</b> Where in the world is Barnaby Bear?</p> <p><b>RE</b><br/><b>RA:</b> What are harvest festivals?<br/><b>2C:</b> Celebrations – Generic</p> |

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| <p><b>Year 2 Term 1 Non-fiction – Celebrate!</b><br/><i>Celebrate!</i> by Anita Ganeri</p> <p><b>Unit objective</b></p> <p>To read and respond to a non-fiction text about festivals.</p> | <p><i>See also Progression in non-chronological reporting Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use intonation when reading and reciting texts.</li> <li>• Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> <li>• Read and spell less common alternative graphemes including trigraphs.</li> </ul> <p><b>6. Word structure and spelling</b></p> <ul style="list-style-type: none"> <li>• Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use syntax and context to build their store of vocabulary when reading for meaning.</li> <li>• Draw together ideas and information across a whole text, using simple signposts in the text.</li> </ul> | <p><b>Citizenship</b><br/><b>5:</b> Living in a diverse world</p> <p><b>Geography</b><br/><b>5:</b> Where in the world is Barnaby Bear?</p> <p><b>RE</b><br/><b>RA:</b> What are harvest festivals?<br/><b>RB:</b> Who were the friends of Jesus?<br/><b>2B:</b> Why did Jesus tell stories?<br/><b>2C:</b> Celebrations – Generic<br/><b>2D:</b> Visiting a place of worship - Generic</p> <hr/> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw and knowledge and experience of texts in deciding and planning what and how to write.</li> </ul> |

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| <p><b>Year 2 Term 2 Fiction – Days Out</b><br/><i>Shark Attack</i> by Vicki Johnson</p> <p><b>Unit objective</b></p> <p>To use a text as the basis for understanding the importance of making choices and how such choices can be used to structure a story.</p> | <p><i>See also Progression in narrative Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Tell real and imagined stories using the conventions of familiar story language.</li> <li>• Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Adopt appropriate roles in small or large groups and consider alternative courses of action.</li> <li>• Present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Give some reasons for why things happen or characters change.</li> <li>• Explore how particular words are used, including words and expressions with similar meanings.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> | <p><b>Citizenship</b><br/><b>2:</b> Choices</p> <p><b>PE</b><br/><b>7:</b> Swimming activities and water safety (1) Beginners (non-swimmers and developing swimmers)</p> <hr/> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>• Make adventurous word and language choices appropriate to style and purpose of text.</li> </ul> <p><b>10. Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• Use planning to establish clear sections for writing.</li> </ul> |

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| <p><b>Year 2 Term 2 Poetry / Non-fiction – Days Out</b><br/><i>Walking Through the Forest</i> by Paul Cookson<br/>Advertisement</p> <p><b>Unit objective</b></p> <p>To appreciate a poem; to recognise and use features of a poster as a model for own writing; to make comparisons and connections between texts (i.e. print, audio and visual).</p> | <p><i>See also Progression in poetry and Progression in persuasion Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Consider how mood and atmosphere are created in live or recorded performance.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>6. Word structure and spelling</b></p> <ul style="list-style-type: none"> <li>• Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.</li> <li>• Explore how particular words are used, including words and expressions with similar meanings.</li> </ul> | <p><b>Science</b><br/><b>2B:</b> Plants and animals in the local environment</p> <p><b>Science</b><br/><b>2A:</b> Health and growth</p> <p><b>Science</b><br/><b>2C:</b> Variation</p> <hr/> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>• Make adventurous word and language choices appropriate to style and purpose of text.</li> <li>• Select from different presentational features to suit particular writing purposes on paper and on screen.</li> </ul> |

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| <p><b>Year 2 Term 2 Fiction – Bella Bella</b> by Valerie Bloom</p> <p><b>Unit objective</b></p> <p>To read and respond to a story, taking special notice of characters, culture, setting and dialogue.</p> | <p><i>See also Progression in narrative Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Tell real and imagined stories using the conventions of familiar story language.</li> <li>• Use appropriate intonation when reading and reciting texts.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use syntax and context to build their store of vocabulary when reading for meaning.</li> <li>• Draw together ideas and information from across a whole text, using simple signposts in the text.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> <li>• Engage with books through exploring and enacting interpretations.</li> </ul> | <hr/> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• Use question marks.</li> </ul> |

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| <p><b>Year 2 Term 2 Non-fiction recount – Bella</b><br/><i>A Furry Tale</i> by Alison Willmott</p> <p><b>Unit objective</b></p> <p>To read a story which reports on events from another story; to focus on reading and understanding about character, points of view, language register, and setting; to write an invitation.</p> <p>NB As one of the main features of this story is the retelling of a story, we recommend that your class reads <i>Bella</i> before starting <i>A Furry Tale</i>.</p> | <p><i>See also Progression in recount Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> <li>• Tell real and imagined stories using the conventions of familiar story language.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen to others in class, ask relevant questions and follow instructions.</li> <li>• Respond to presentations by describing characters, repeating some highlights and commenting constructively.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Listen to each other’s views and preferences.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Adopt appropriate roles in small or large groups and consider alternative courses of action.</li> <li>• Present own stories for members of their own class.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> <li>• Read high and medium frequency words independently and automatically.</li> </ul> | <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Give some reasons for why things happen or characters change.</li> <li>• Explore how particular words are used.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Engage with books through exploring and enacting interpretations.</li> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Select from different presentational features to suit particular writing purposes on paper and on screen.</li> </ul> <p><b>10. Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• Use appropriate language to make sections hang together.</li> </ul> |

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| <p><b>Year 2 Term 2 Poetry – Down on the Farm</b><br/> <i>Poetry</i> by Charles Causley</p> <p><b>Unit objective</b></p> <p>To read and respond to the poetry of a significant poet, taking special notice of the humour.</p> | <p><i>See also Progression in poetry Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use syntax and context to build their store of vocabulary when reading for meaning.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> </ul> | <p><b>Citizenship</b><br/> <b>3:</b> Animals and us</p> <p><b>Science</b><br/> <b>2A:</b> Health and growth<br/> <b>2B:</b> Plants and animals in the <b>2C:</b> Variation</p> |

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| <p><b>Year 2 Term 2 Non-chronological report – Down on the Farm</b><br/><i>Fascinating Farmyard Facts</i> by Andrew Hammond</p> <p><b>Unit objective</b></p> <p>To read and navigate a multimodal radial text; to focus on reading for a purpose; to write a short information piece.</p> | <p><i>See also Progression in information texts Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>Use syntax and context to build their store of vocabulary when reading for meaning.</li> <li>Draw together ideas and information from across a whole text, using simple signposts in the text.</li> <li>Explain organisational features of texts, including alphabetical order, layout, hyperlinks.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>Select from different presentational features to suit particular writing purposes on paper &amp; screen.</li> </ul> | <p><b>Citizenship</b><br/><b>3:</b> Animals and us</p> <p><b>Science</b><br/><b>2A:</b> Health and growth<br/><b>2B:</b> Plants and animals in the <b>2C:</b> Variation</p> |

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| <p><b>Year 2 Term 3 Fiction – Crazy Castles</b><br/> <i>The King of Cold Soup</i> by Martin Waddell</p> <p><b>Unit objective</b></p> <p>To explore a humorous story by a well known author; to investigate why he chooses particular words for effect; to plan and write a story based on the text.</p> | <p><i>See also Progression in narrative Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> <li>• Tell real and imagined stories using the conventions of familiar story language.</li> <li>• Explain ideas and processes.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen to others in class, ask relevant questions and follow instructions.</li> <li>• Listen to talk by an adult, remember some specific points and identify what they have learned.</li> <li>• Respond to presentations by describing characters, repeating some highlights and commenting constructively.</li> </ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"> <li>• Listen to each other’s views and preferences.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Present part of traditional stories or own stories for members of their own class.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>• Read independently and with increasing fluency longer and less familiar texts.</li> <li>• Read and spell less common alternative graphemes including trigraphs.</li> </ul> | <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Use syntax and context to build their store of vocabulary when reading for meaning.</li> <li>• Draw together ideas and information from across a whole text, using simple signposts in the text.</li> <li>• Give some reasons for why things happen.</li> <li>• Explore how particular words are used, including words and expressions with similar meanings.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>• Make adventurous word and language choices appropriate to style and purpose of text.</li> <li>• Select from different presentational features to suit particular writing purposes on paper &amp; screen.</li> </ul> <p><b>10. Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• Use planning to establish clear sections for writing.</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• Compose sentences using tense consistently.</li> </ul> |

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| <p><b>Year 2 Term 3 Poetry – Crazy Castles</b><br/> <i>Crazy Castles Poetry</i> by Pie Corbett and Richard Edwards</p> <p><b>Unit objective</b></p> <p>To read and respond imaginatively to descriptive poems; to plan and write a short poem based on one of the texts.</p> | <p><i>See also Progression in poetry Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> <li>• Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen to others in class, ask relevant questions and follow instructions.</li> <li>• Respond to presentations by commenting constructively.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Consider how mood and atmosphere are created in live or recorded performance.</li> <li>• Present own stories for members of their own class.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>• Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.</li> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> | <hr/> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Draw together ideas and information from across a whole text, using simple signposts in the text.</li> <li>• Explore how particular words are used, including words and expressions with similar meanings.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Make adventurous word and language choices appropriate to style and purpose of text.</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• Use commas to separate items in a list.</li> </ul> |

*i-read* curriculum correlation charts  
Year 2



| Fiction | New framework objectives by strand | Links to subjects other than English |
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| <p><b>Year 2 Term 3 Non-chronological report – Pirates Ahoy!</b><br/> <i>Pirates Ahoy!</i> by Gill Matthews</p> <p><b>Unit objective</b></p> <p>To read and respond to a non-fiction text, identifying key features and important information; to write a short non-fiction piece.</p> | <p><i>See also Progression in non-chronological reporting Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen to others in class, ask relevant questions and follow instructions.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>• Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.</li> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Draw together ideas and information from across a whole text, using simple signposts in the text.</li> <li>• Use syntax and context to build their store of vocabulary when reading for meaning.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> | <p><b>Citizenship</b><br/> <b>02:</b> Choices</p> <p><b>Geography</b><br/> <b>5:</b> Where in the world is Barnaby Bear?</p> <p><b>Science</b><br/> <b>2A:</b> Health and growth</p> <hr/> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> <li>• Make adventurous word and language choices appropriate to style and purpose of text.</li> </ul> |
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*i-read* curriculum correlation charts  
Year 2



| Fiction  | New framework objectives by strand  | Links to subjects other than English             |
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| <p><b>Year 2 Term 3 Poetry – Pirates Ahoy!</b><br/><i>Poems about Pirates</i> by Paul Cookson and Celia Warren</p> <p><b>Unit objective</b></p> <p>To explain their reaction to texts, commenting on important aspects such as humour and rhyme.</p> | <p><i>See also Progression in poetry Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> <li>• Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen to others in class, ask relevant questions and follow instructions.</li> </ul> <p><b>5. Word recognition</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Draw together ideas and information from across a whole text, using simple signposts in the text.</li> <li>• Explore how particular words are used, including words and expressions with similar meanings.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> </ul> | <p><b>Citizenship</b><br/><b>02: Choices</b></p> |

*i-read* curriculum correlation charts  
Year 2



| Fiction  | New framework objectives by strand   | Links to subjects other than English  |
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| <p><b>Year 2 Term 3 Fiction – Magical Journeys</b><br/><i>Sir Tristan</i> by Louise Glasspoole</p> <p><b>Unit objective</b></p> <p>To enjoy a fantasy story and investigate plot structure</p> | <p><i>See also Progression in narrative Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> <li>• Tell real and imagined stories using the conventions of familiar story language.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Listen to others in class, ask relevant questions and follow instructions.</li> <li>• Listen to a talk by an adult, remember some specific points and identify what they have learned.</li> </ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"> <li>• Present part of own stories for members of their own class.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.</li> <li>• Know how to tackle unfamiliar words which are not completely decidable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Draw together ideas and information from across a whole text, using simple signposts in the text.</li> </ul> | <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to text, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Draw on knowledge and experience of texts in deciding and planning what and how to write.</li> </ul> <p><b>10. Text structure and organisation</b></p> <ul style="list-style-type: none"> <li>• Use planning to establish clear sections for writing.</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• Use question marks.</li> </ul> |

*i-read* curriculum correlation charts  
Year 2



| Fiction  | New framework objectives by strand  | Links to subjects other than English |
|--|---|--------------------------------------|
| <p><b>Year 2 Term 3 Poetry – Magical Journeys</b><br/> <i>Magical Journeys Poetry</i> by John Foster and Wes Magee</p> <p><b>Unit objective</b></p> <p>To read and enjoy poems, including a shape poem, looking at rhyme, rhythm and themes.</p> | <p><i>See also Progression in poetry Year 2.</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"> <li>• Speak with clarity and use appropriate intonation when reading and reciting texts.</li> </ul> <p><b>2. Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Respond to presentations by commenting constructively.</li> </ul> <p><b>5. Word recognition: decoding (reading) and encoding (spelling)</b></p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words which are not completely decodable.</li> </ul> <p><b>7. Understanding and interpreting texts</b></p> <ul style="list-style-type: none"> <li>• Explain organisational features of a text, including layout.</li> <li>• Explore how particular words are used.</li> </ul> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"> <li>• Explain their reactions to texts, commenting on important aspects.</li> </ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"> <li>• Sustain form in narrative.</li> </ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>• Use commas to separate items in a list.</li> </ul> |                                      |