

Year 2 Reading Overview	Narrative	Non-chronological reports	Persuasion texts	Instructional/procedural texts	Non-fiction - Recounts	Discussion Texts	Non-fiction - Explanatory texts
	<p>Re-tell a familiar story with events in sequence and including some formal story language. Compose individual sentences orally and write them down. Imitate familiar stories by borrowing and adapting structures. Write own story in the style of a traditional tale, using typical settings, characters and events.</p> <p>Plan and tell a story based on own experience. Improvise and rehearse interactions between familiar characters. Explore characters' feelings and situations. Develop writing stamina. Plan and write own story</p>	<p>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general. Read texts containing information in a simple report format. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate</p>	<p>As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices e.g. Say which posters in a shop or TV adverts would make them want to buy something, and why. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama. Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. Persuasive letter to Santa at Christmas, presentation to school council,</p>	<ul style="list-style-type: none"> Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features As part of a group with the teacher, compose a set of instructions with additional diagrams. Write extended instructions independently e.g. getting to school, playing a game 	<p>Discuss the sequence of events recounted in texts at a level beyond which they can read independently</p> <p>Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event?</p> <p>Create simple timelines to record the order of events</p> <p>Write narratives about personal experiences and those of others, in role (real and fictional)</p>	<p>Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of the Red Riding</p>	<p>Listen to and discuss a wide range of explanatory texts. Draw on and use new vocabulary from reading explanatory texts. After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart of cyclical diagram to explain the process. After seeing and hearing an oral explanation of a process, explain the same process orally also using flowcharts, language and gestures appropriately. Read flowcharts or cyclical diagrams explaining other processes. Following other practical tasks, produce a flowchart</p>

	<p>about a familiar character, using the structure: opening, something happens, events to sort it out, ending. Describe characters and settings.</p> <p>Re-tell familiar stories using narrative structure and language from the text; include relevant details, including expanded noun phrases and sustain the listener's interest. Tell own real and imagined stories. Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear. Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.</p>	<p>language to present and categorise ideas.</p>	<p>persuasive letter to a character from a text Select information that supports the chosen viewpoint</p>			<p>Hood differently to the girl herself Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another</p>	<p>or cyclical diagram independently ensuring content is clearly sequenced.</p>
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	<p>Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>						
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