



Year 2 Reading Spine 2023-24

Books for Reading & Writing Lessons



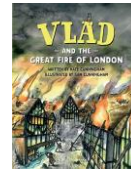
Here We Are
by
Oliver Jeffers



The River by
Tom Percival



Hansel &
Gretel



Vlad & the Great
Fire of London by
Kate Cunningham



Bog Baby by
Jean Willis



Traction Man
by Mini Grey

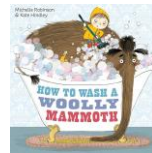


The Big Book of
Blue by Yuval
Zommer

Books for Reading & Writing Lessons



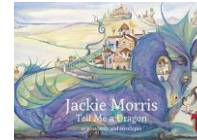
Man on the
Moon by Simon
Bartrum



How to Wash a Woolly
Mammoth by
Michelle Robinson



The Tear Thief by
Carol Ann Duffy



Tell Me a Dragon
by Jackie Morris

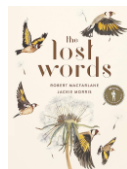


Leon & the Place between
by Grahame Baker-Smith



Big Book of Beasts
by Yuval Zommer

Poetry



The Lost Words by
Robert Macfarlane &
Jackie Morris

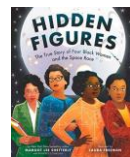


Bumpus Jumpus
Dinosaurumpus
by Tony Mitton

Reading for Pleasure/ Cross - Curricular



Counting on Katherine
by Helaine Becker



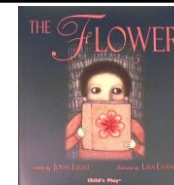
Hidden Figures by
Margot Lee Shetterly



The Big Book of the
UK by Imogen Russell
Williams



The Secret Sky Garden
by Linda Sarah



The flower by John
Light



Key Stage 1 Reading Progression

Year 1

Year 2

WORD READING

Phonics & Decoding

- To apply phonic knowledge and skills as the route to decode words.
- To blend sounds in unfamiliar words using the GPCs that they have been taught.
- To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
- To read words containing taught GPCs.
- To read words containing -s, -es, -ing, -ed and -est endings.
- To read words with contractions, e.g. I'm, I'll and we'll.

- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- To accurately read most words of two or more syllables.
- To read most words containing common suffixes.

WORD READING

Common Exception Words

- To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

- To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

WORD READING

Fluency

- To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.
- To reread texts to build up fluency and confidence in word reading.

- To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.
- To reread these books to build up fluency and confidence in word reading.
- To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.



Key Stage 1 Reading Progression

	Key Stage 1 Reading Progression	
	Year 1	Year 2
COMPREHENSION Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self- correct. 	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.
COMPREHENSION Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. 	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).
COMPREHENSION Words in Context and Authorial Choice	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.
COMPREHENSION Inference and Prediction	<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.



Key Stage 1 Reading Progression

Year 1

Year 2

COMPREHENSION

Poetry and Performance

- To recite simple poems by heart.

- To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

COMPREHENSION

Non-Fiction

- To recognise that non-fiction books are often structured in different ways.