

# READING IN YEAR 2



# What does the National Curriculum say for Year 2?

At the beginning of year 2, pupils should be able to read all common letter sounds and group of letter sounds. They should be able to read unfamiliar words containing these sounds, accurately and without undue hesitation, by sounding them out in appropriate books.

Pupils will increase their **fluency** by being able to read these words **easily** and **automatically**. Pupils should be able to retell some familiar stories in the correct order that have been read to and discussed with them or that they have acted out during year 1.

During year 2, pupils should focus on developing accurate and **speedy word reading skills**. They should also listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books using a variety of skills such as retrieval and inference.

# National Curriculum: Year 2

Children need to develop:

pleasure in reading;

motivation to read;

increased vocabulary;

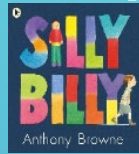
improved level of understanding.

# Key Stage 1 Reading Cycle

|        |                              |                                                                                                                                                                                                                                                                                                                                                                          |
|--------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | 1:1 reading                  | This is a vehicle to <b>monitor and assess</b> the pupil's needs. Staff respond to this immediately and are flexible with their groupings for phonics. Pupils are challenged and supported in these sessions.                                                                                                                                                            |
| Week 2 | Guided Reading – small group | Small group guided reading sessions are an opportunity to <b>read high-quality texts</b> (Badger scheme) that are book banded. Pupils read within their book band and <b>comprehension strategies are modelled and applied</b> here. Children will complete a reading mat, <b>answering questions linked to the reading domains</b> .                                    |
| Week 3 | Shared reading – whole class | Whole-class shared reading sessions where high-quality non-fiction texts are primarily used <b>to pre-teach vocabulary or to consolidate learning</b> . Staff use <b>echo and choral reading alongside other fluency strategies so that all pupils have an opportunity to develop their fluency</b> . Children will complete a reading comprehension linked to the text. |

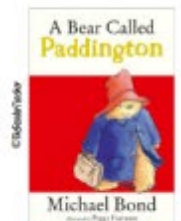
# READING OPPORTUNITIES IN SCHOOL

- Class authors – updated each term



- Regular library visits
- Engaging texts linked across all subject areas
- English texts – 2 per half term





A Bear Called Paddington  
Michael Bond



A Child of Books  
Oliver Jeffers & Sam Winston



The Adventures of Captain Underpants  
Dav Pilkey



The Adventures of Harry Stevenson  
All Pye



A First Book of Nature  
Nicola Davies & Mark Heard



Flat Stanley  
Jeff Brown & Rob Biddulph



Fluff the Farting Fish  
Michael Rosen & Tony Ross



The Flower  
John Light & Lisa Evans



Footpath Flowers  
Jon Arno Lawson & Sydney Smith



Fungus the Bogeyman  
Raymond Briggs



A River  
Marc Martin



Bad Nana: Older Not Wiser  
Sophie Hearn



The Barnabus Project  
The Fan Brothers



Battle Bunny  
Jon Scieszka, Marc Barnett & Matthew Myers



The Bee Book  
Charlotte Milner



Genie and Teeny: Make a Wish  
Steven Lenton



Gorilla  
Anthony Browne



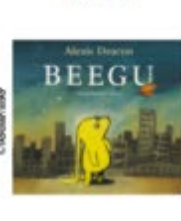
The Great Fire of London  
Emma Adams & James Weston Lewis



The Green Ship  
Quentin Blake



Harry the Poisonous Centipede  
Lynne Reid Banks & Tony Ross



Beegu  
Alexis Deacon



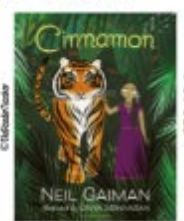
The Big Book of the UK  
Imogen Russell Williams & Louise Lockhart



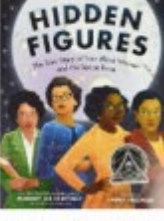
Bloom  
Anne Booth & Robyn Wilson-Owen



Cakes in Space  
Philip Reeve & Sarah McIntyre



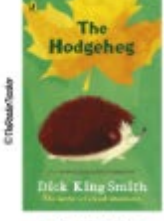
Cinnamon  
Neil Gaiman & Divya Srinivasan



Hidden Figures: The True Story of Four Black Women and the Space Race  
Margot Lee Shetterly & Laura Freeman



Hilda and the Troll  
Luke Pearson



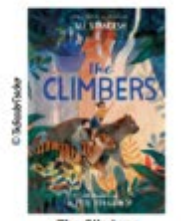
The Hedgehog  
Dick King-Smith



Horrid Henry  
Francesca Simon



How to Be Extra-Ordinary  
Rashmi Sirdeshpande & Anabel Tempest



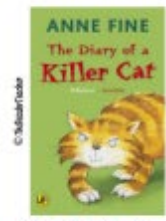
The Climbers  
Ali Standish & Alette Straathof



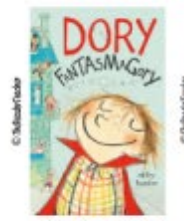
Daisy and the Trouble with Life  
Kes Gray



The Day the Crayons Quit  
Drew Daywalt & Oliver Jeffers



The Diary of a Killer Cat  
Anne Fine



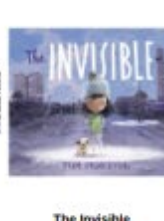
Dory Fantasmagory  
Abby Hanlon



How to Help a Hedgehog and Protect a Polar Bear  
Jess French & Angela Keighan



Inside the Villains  
Clotilde Perrin



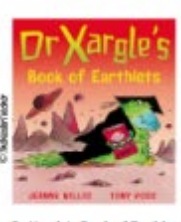
The Invisible  
Tom Percival



Isadora Moon Goes to School  
Harriet Muncaster



The Jolly-Rogers and the Ghostly Galleon  
Jonny Duddle



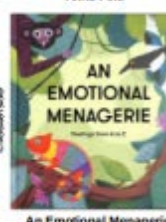
Dr Xargle's Book of Earthlings  
Jeanne Willis & Tony Ross



The Elephant  
Peter Carnavas



Ellie and the Cat  
Malorie Blackman & Matt Robertson



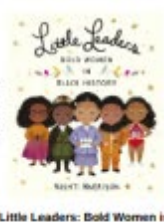
An Emotional Menagerie: Feelings from A to Z  
The School of Life



The Enchanted Wood  
Enid Blyton



The Legend of Spud Murphy  
Eoin Colfer



Little Leaders: Bold Women in Black History  
Vashti Harrison



Madame Pamplemousse and Her Incredible Edibles  
Rupert Kingfisher



Marge in Charge  
Isla Fisher



Meet Pippi Longstocking  
Astrid Lindgren & Ingred Vang Nyman

# The Reader Teacher

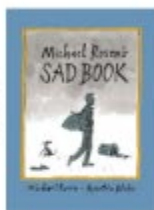
## Top 100 Recommended Reads for Year 2



**Meet the Twitches**  
Hayley Scott & Pippa Carrick



**Meet Yasmini**  
Saadia Faruqi & Hatem Aly



**Michael Rosen's Sad Book**  
Michael Rosen & Quentin Blake



**Milo Imagines The World**  
Matt de la Pena  
and Christian Robinson



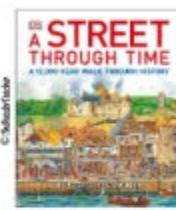
**Milton the Mighty**  
Emma Read



**Space Detectives**  
Mark Powers & Dapo Adedola



**The Street Beneath My Feet**  
Charlotte Guillain & Yuval Zommer



**A Street Through Time**  
Steve Noon



**Stuart Little**  
E. B. White & Garth Williams



**Super Happy Magic Forest**  
The Humongous Fungus  
Mally Long



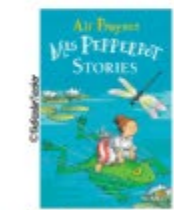
**Mr Majeika**  
Humphrey Carpenter



**Mr. Penguin and the Lost Treasure**  
Alex. T. Smith



**Mr Tiger, Betsy and the Blue Moon**  
Sally Gardner



**Mrs Pepperpot Stories**  
Alf Proysen



**My Funny Family**  
Chris Higgins & Lee Wildish



**The Year Thief**  
Carol Ann Duffy & Nicoletta Cecconi



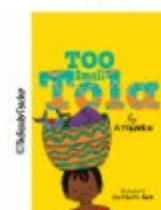
**Tell Me a Dragon**  
Jackie Morris



**Thinker: My Puppy Poet and Me**  
Elissa Greenfield & Ehsan Abbolahi



**Tiger, Tiger, Baring Bright: An Animal Poem for Every Day of the Year (Poetical Treat)**  
Flora Waters and Bitta Tackenberg



**Too Small Tola**  
Adinika & Onyinye Iwu



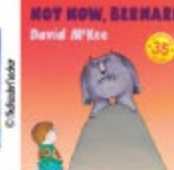
**My Name is Not Refugee**  
Kate Milner



**Narwhal: Unicorn of the Sea**  
Ben Clanton



**Nen and the Lonely Fisherman**  
Ian Eagleton and James Mayhew



**Not Now, Bernard**  
David McKee



**Ossiri and the Bala Mengro**  
Richard O'Neill, Katherine  
Quarmby & Hannah Tolson



**Toto: The Ninja Cat and the Great Snake Escape**  
Dermot O'Leary & Nick East



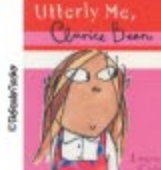
**Traction Man is Here**  
Mini Grey



**The True Story of the 3 Little Pigs**  
Jon Scieszka & Lane Smith



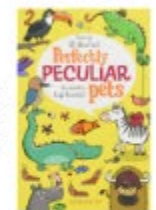
**The Truth Pixie**  
Matt Haig & Chris Mould



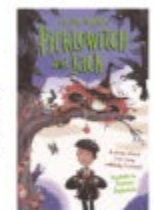
**Utterly Me, Clarice Bean**  
Lauren Child



**The Owl Who Was Afraid of the Dark**  
Jill Tomlinson



**Perfectly Peculiar Pets**  
Eli Woolard



**Pickewitch and Jack**  
Claire Barker



**The Princess in Black**  
Shannon & Dean Hale & LeUyen Pham



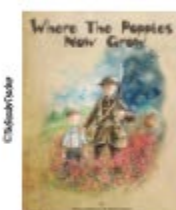
**Ramadan Moon**  
Na'ima B. Robert & Sherrin Ali



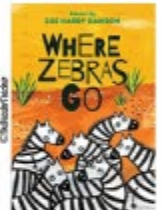
**We Are All Born Free**  
United Nations



**We're All Wonders**  
R. J. Palacio



**Where the Poppies Now Grow**  
Hilary Robinson & Martin Impoy



**Where Zebras Go**  
Sue Hardy Dawson



**Wigglesbottom Primary: The Tallest Ghost**  
Patsy Broom & Jacky Moore



**Rosie Revere and the Raucous Riveters**



**Scribble Witch: Notes in Class**  
Kate Wills-Crowley



**The Secret Sky Garden**  
Linda Sarah & Elinor Lumbert



**Shiny Pippin and the Broken Forest**  
Henry Heape & Rebecca Bagley



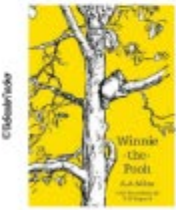
**Sona Sharma, Very Best Big Sister**  
Chitra Soundar & Jen Khatun



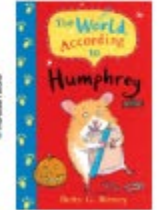
**Wild World**  
Angela McAllister



**Will the Mighty Warrior: Saves the World**  
A. A. Milne



**Winnie the Pooh**  
A. A. Milne



**The World According to Humphrey**  
Betty G. Birney



**The Worst Witch**  
Jill Murphy

# Reading requires two skills

## Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



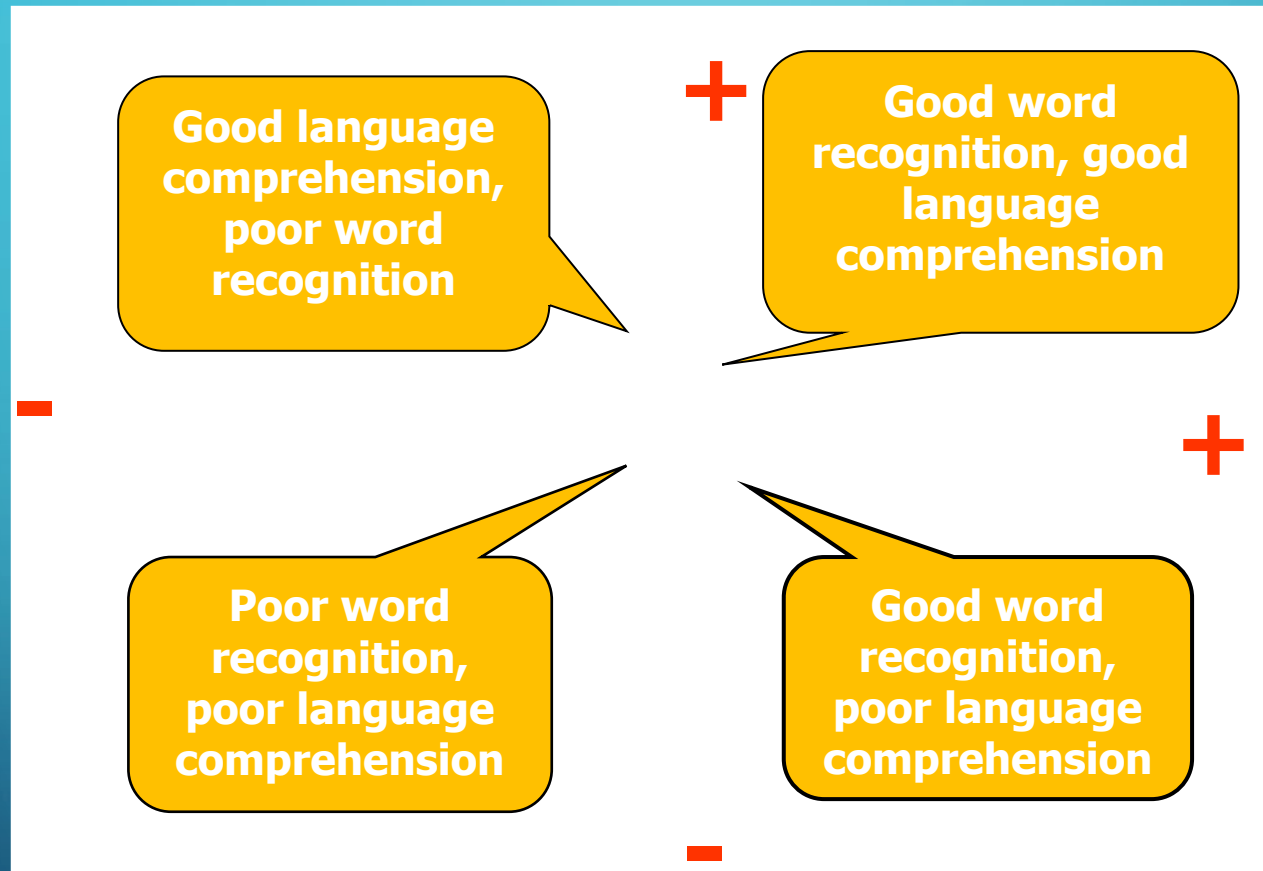
## Comprehension

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

The two dimensions of reading (word recognition and language comprehension) lead to four possible outcomes:

**Word recognition**



**Language comprehension**

# SATs Content Domain Coverage

Through summative assessment, children's understanding of reading is tested through five different strands, known as 'content domains'. These content domains are:

## Vocabulary

Content Domain 1a:

Draw on knowledge of vocabulary to understand texts.



## Retrieval

Content Domain 1b:

Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.



## Sequencing

Content Domain 1c:

Identify and explain the sequence of events in texts.



## Inference

Content Domain 1d:

Make inferences from the text.



## Predicting

Content Domain 1e:

Predict what might happen on the basis of what has been read so far.



Asking a few questions per night will build your child's experience.

# HELPING YOUR CHILD AT HOME

**Talk about what can be inferred from the pictures before you read the text, e.g. 'Why might the girl on the cover be sad?'**

**Discuss alternative words the author could have used, e.g. 'Happy is a bit of a boring adjective, isn't it? What word could we use instead?'**

**Make predictions and be able to justify them.**

# The impact of reading for 20mins per day.

Regular reading impacts a child's success at school.  
If not addressed early the educational gap widens...

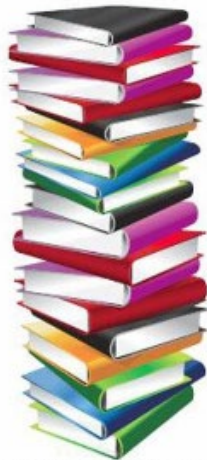
Child A



Reads 20 minutes  
per day

3,600 minutes  
per school year

1,800,000 words  
per school year



Scores in the  
90th percentile

Child B



Reads 5 minutes  
per day

900 minutes  
per school year

282,000 words  
per school year



Scores in the  
50th percentile

Child C



Reads 1 minute  
per day

180 minutes  
per school year

8,000 words  
per school year



Scores in the  
10th percentile

## Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.