
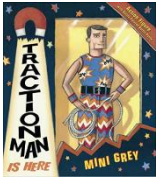




Year 2							
Reading Spine	 		<p>Traction Man – Mini Grey            Mr Penguin and the Lost Treasure - Alex T Smith            The Owl That’s Afraid of the Dark - Jill Tomlinson            Fantastic Mr Fox - Roald Dahl            The Hodgehog - Dick King-Smith            Ottoline and the Yellow Cat - Chris Riddell            The Day the Crayons Quit - Drew Daywait            The Tear Thief - Carol Ann Duffy            Where the Wild Things Are – Maurice Sendak            Meerkat Mail – Emily Gravett            Journey - Aaron Becker            The Tin Forest - Helen Ward</p>				
Author of the Term	Mini Grey		Alex T Smith		Jill Tomlinson		
Poetry Spine	<p>Heard it in the Playground            The Works Key Stage 1            Crazy Mayonnais Mum            A First Poetry Book</p>						
Reading at Home	<p>Children are expected to read at least 4 times a week at home.            Adults at home record when their child reads in their Reading Diary.            Reading Diaries are checked regularly in school.            Every child reads to an adult each week in school and children who do not regularly read at home read more than once a week to an adult in school.</p>						
Reading for Pleasure	<p>Daily storytelling sessions are timetabled.            Adults read a range of genres covering poetry, fiction and non-fiction.            Class bookcase available for children to select books from for reading for pleasure.            Topic boxes from SSE Somerset Library Services available in class for children to read.</p>						
	<b>Topic Related Texts:</b>						
	•	• Stone Girl Bone Girl: The Story of Mary Anning	• Dragon Post • There is no Dragon in this Story	• Vlad and the Florence Nightingale Adventure	•	• Vlad and the Great Fire of London	
Reading Assessment	<ol style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading)</li> <li>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading)</li> <li>Recognise alternative sounds for graphemes. (Word Reading)</li> <li>Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading)</li> <li>Read words containing common suffixes. (Word Reading)</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading)</li> <li>Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. (Word Reading)</li> </ol>						

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|  | <ol style="list-style-type: none"><li>8. Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading)</li><li>9. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. (Word Reading)</li><li>10. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension)</li><li>11. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. (Comprehension)</li><li>12. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. (Comprehension)</li><li>13. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension)</li><li>14. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. (Comprehension)</li><li>15. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. (Comprehension)</li><li>16. Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Comprehension)</li><li>17. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher. (Comprehension) Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. (Comprehension)</li></ol> |
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