



'Journeying together with hope and aspiration'

Reading Writing Overview

Y1 pupils will not begin reading instruction lessons until they have 'graduated' phonics. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics program so that they catch up rapidly with their peers. At Parish, this would be 'Fast Track' tutoring for Year 1 and 2 pupils. YARC assessments can be used to identify if children's difficulties are with: decoding, accuracy, reading speed or reading comprehension.

Post-Phonics	1	2	3	4	5	6	
Reading for Pleasure	In Year 2, reading for pleasure time can be used to continue reading the core text- especially when reading longer texts. This is to ensure that children are given the opportunity to engage with whole texts . Books within the book family may also be read during this time. There must also be some opportunities throughout the year for children to select books to be shared and enjoyed as a class.						
Poetry Spine:	Post Phonics: Reading Fluency Intervention (8 Weeks- This will run into Term 2)	Classic Poetry: Firework Night by Enid Blyton	Poetry Form: Repeating Patterns Poems: Down Behind the Dustbin by Michael Rosen/ 'Where go the boats?' by Robert Louis Stevenson/ I Went to a Wishing Well' by Kenn Nesbitt/ Don't Rat on a Mouse' by Kenn Nesbitt/ What to Remember in School' by Kenn Nesbitt/ Hickory Dickory Dock and a range of repetitive nursery rhymes/ Sick by Amy LV/ When I move by Carole Boston Weatherford	Poetry Form: Free Verse Poems: Thought Machine by Laura Mucha, Shallow Poem by Gerda Mayer, My eyes are watering by Trevor Harvey (All found in 'The Works' by Paul Cookson), The Slow Man by Allan Ahlberg, Louder by Roger Stevens	Classic Poetry: The Owl and the Pussy Cat by Edward Lear	Performance Poetry: Heroic Tiny Creatures/ If I were Focus: Clarity and Unison	
Why this?		Introduces young readers to classic poetry with simple language and vivid imagery.	Encourages recognition of rhythm and structure in poetry.	Introduces a less structured form of poetry, allowing for creative expression without the constraints of rhyme or meter.	Introduces narrative elements and character, enhancing understanding of storytelling through poetry.	Encourages expression and collaboration in reading.	
Why now?		Engaging with familiar themes and whimsical imagery can capture students' interest and promote an appreciation for rhythm and rhyme.	Helps build foundational skills in poetry comprehension by highlighting how repetition enhances meaning and enjoyment.	This form encourages creativity and personal expression, fostering confidence in students as they explore their own ideas.	The engaging story and whimsical nature of the poem will intrigue young learners, reinforcing comprehension through narrative context.	This form develops oral communication skills and builds confidence in public speaking while fostering a sense of community among students.	
NC Reading Outcomes		Year 2: - Listen to, discuss and express views about a wide range of contemporary and classic poetry. - Recognise simple recurring literary language in poetry. - Discuss and clarify the meaning of words. - Discuss favourite words and phrases. - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. - Participate in discussion about poems, taking turns and listening to what others say. - Explain and discuss their understanding of poems and both those that they listen to and those that they read for themselves. - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.					
Instructional Text Spine:		Genre: Adventure, Comedy	Genre: Fantasy, Fairytale	Genre: Classic Fiction, Animal Fiction, Comedy	Genre: Animal fiction	Genre: Fantasy, Adventure	
	Themes: Imagination and Creativity, Friendship, Courage and Heroism, Identity and Self Discovery	Themes: The power of storytelling, courage and resilience, imagination and creativity, good vs evil, the importance of happiness.	Themes: Courage and Determination, Friendship and Community, Adventure and Exploration, Identity and Self-Acceptance, Family.	Themes: Overcoming fear, courage and growth, friendship and support, understanding and acceptance, nature and the environment.	Themes: Friendship and teamwork, imagination and creativity, adventure and exploration, bravery and resilience, good vs evil.		
	Core Text: Traction Man is Here by Mini Grey	Core Text: The Lost Happy Endings by Carol Ann Duffy	Core Text: Hodgeheg by Dick King Smith	Core Text: The Owl, who was afraid of the dark by Jill Thomlinson (Chapters)	Core Text: The Magic Faraway Tree by Enid Blyton		

						
		<p>Synopsis: With an action outfit for every occasion, Traction Man patrols the house. Whether he is saving toys (in latex space suit and Perspex helmet, teamed with Rocket Boots); searching the sink for the lost wreck of the sieve (in sub-aqua suit, fluorescent flippers and infra-red mask) or rescuing damsels in distress (in jungle pants, camouflage vest and a bandanna), Traction Man is never less than stylishly turned out and expertly accessorised. He is the last word in heroic fashion flair - until, that is, the day that he is presented with an all-in-one knitted green romper suit and matching bonnet by his owner's granny. Can Traction Man overcome the humiliation of his desperately dowdy new look and rediscover the action hero within or will the burden of the knitted green monstrosity be too great?</p>	<p>Synopsis: What would happen if we lost the happy endings to stories - imagine the tears at bedtime! A fantastic and magical tale about what happens when, one night, a wicked witch steals the happy endings to bedtime stories. It is up to Jub, the keeper of the happy endings, to save the day and ensure sweet dreams everywhere in this lyrical story about storytelling. In the tradition of classic fairy tales for children, Carol Ann Duffy and Jane Ray have created a truly compelling, surprising and beautiful story for children of all ages.</p>	<p>Synopsis: Max is a hedgehog who lives with his family in a nice little home, but it's on the wrong side of the road from the Park where there's a beautiful lily pond and plenty of juicy slugs, worms and snails! The busy road is dangerous but Max is determined to make his way across. If humans can do it, why can't hedgehogs? His first attempt ends in a nasty bump on the head and, when Max tries to speak, he realises his words are all mixed up. He is no longer a hedgehog but a hodgehog!</p> <p>Still determined to fulfil his mission, Max discovers the best way to cross the road - with the help of the lollipop lady and some careful detective work.</p>	<p>Synopsis Plop, the baby barn owl, is like every barn owl there ever was, except for one thing – he is afraid of the dark! Mrs Barn Owl sends him down from the nest-hole to find out more about the dark, and on his travels he meets a little boy who shows him fireworks, a black cat who takes him exploring, a little girl who tells him about Father Christmas and many others. It's not long before Plop finds out that DARK IS SUPER!</p>	<p>Synopsis: When Joe, Beth and Frannie move to the countryside, they discover that their new house lies next to the Enchanted Wood! And in that wood stands the Magic Faraway Tree. This is no ordinary tree - it is home to more magical lands full of elves, pixies, talking creatures and wonderful adventures than the children ever imagined possible!</p>
		<p>Book Families: Fiction: Toys in Space by Mini Grey</p> <p>Non-Fiction: Life Savers by Eryl Nash My first b</p>	<p>Book Families: Fiction: Once Upon Another Time-By James Riley Hansel and Gretel Cinderella</p> <p>Non-Fiction: All through the night: The people who work while we sleep by Polly Faber</p>	<p>Book Families: Fiction:</p> <p>Non-Fiction: Hedgehogs by Laura Nash</p>	<p>Book Families: Fiction</p> <p>Non-Fiction Amazing Animal Babies by Chris Packham Lifesize Baby Animals by Sophy Henn Stretch your confidence by Beth Cox</p>	<p>Book Families: Fiction The 13 Story Treehouse by Andy Griffiths and Terry Denton</p> <p>Non-Fiction The World of Enid Blyton</p>
<p>Why this?</p>		<p><i>Traction Man</i> introduces young readers to graphic novels with dynamic</p>	<p>A more challenging text with rich vocabulary and moral themes, <i>The Lost Happy</i></p>	<p><i>Hodgehog</i> is a humorous, character-driven story that offers early exposure to</p>	<p>This text combines narrative with information about animal behaviour,</p>	<p><i>The Magic Faraway Tree</i> introduces fantastical world-building, stretching</p>

		language and visuals. It builds visual literacy and enhances comprehension of sequential art.	<i>Endings</i> introduces complex ideas about storytelling and emotions.	themes of perseverance and adaptation.	fostering empathy and courage.	imagination and comprehension of setting.
Why now?		Early in Year 2, Traction Man engages readers with familiar superhero themes, aligning with the UK curriculum focus on understanding narrative structure and character.	It builds on the narrative comprehension developed in <i>Traction Man</i> , advancing vocabulary and encouraging emotional interpretation.	The story continues to develop character-driven comprehension and introduces readers to simple problem-solving within narrative.	It builds confidence in character-driven, thematic reading, aligning with comprehension goals for overcoming challenges.	Prepares students for longer, episodic storytelling in Year 3, building stamina and comprehension.
National Curriculum Outcomes:	<p>The objectives below should form part of daily reading instruction lessons. These are broken down (below) term by term in a suggested framework to ensure coverage and opportunities for consolidation in a teaching spiral.</p> <ul style="list-style-type: none"> - Read at an age-appropriate interest level with accuracy, automaticity and at a reasonable speaking pace. - Prepare readings with appropriate intonation to show their understanding. - Reading is supported by enjoyment and understanding of language. <p><u>Word Reading:</u></p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p><u>Reading Comprehension:</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 they can read independently • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Discussing their favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 					
	Reading Fluency	<p>Term 2 NC Focus:</p> <ul style="list-style-type: none"> - discussing the sequence of events in books and how items of information are related. - recognising simple recurring literary language in stories and poetry. - discussing and clarifying the meanings of words, linking new meanings to known vocabulary. - drawing on what they already know or on background information and vocabulary provided by the teacher. - making inferences on the basis of what is being said and done. <p>Consolidation:</p> <ul style="list-style-type: none"> - become very familiar with key stories, fairy stories and traditional 	<p>Term 3 NC Focus:</p> <ul style="list-style-type: none"> - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - being introduced to non-fiction books that are structured in different ways - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - answering and asking questions - predicting what might happen on the basis so far <p>Consolidation:</p> <ul style="list-style-type: none"> - discussing the sequence of events in books and how items of information are related. - recognising simple recurring literary language in stories and poetry. 	<p>Term 4 NC Focus:</p> <ul style="list-style-type: none"> - discussing the sequence of events in books and how items of information are related. - recognising simple recurring literary language in stories and poetry. - participate in discussions about what is read to them, listening to what others say - explain clearly their understanding of what is read to them (summary). <p>Consolidation:</p> <ul style="list-style-type: none"> - answering and asking questions - predicting what might happen on the basis of what has been read so far - being introduced to non-fiction books that are structured in different ways - drawing on what they 	<p>Term 5 NC Focus:</p> <ul style="list-style-type: none"> - discussing the sequence of events in books and how items of information are related. - becoming familiar with non-fiction books and understanding that they are structured in different ways. - discussing and clarifying the meanings of words, linking new meanings to known vocabulary. - making inferences on the basis of what is being said and done. <p>Consolidation</p> <ul style="list-style-type: none"> - answering and asking questions 	<p>Consolidation:</p> <ul style="list-style-type: none"> - discussing the sequence of events in books and how items of information are related. - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - participate in discussions about what is read to them, listening to what others say. - explain clearly their understanding of what is read to them (summary). - understanding non-fiction books are structured in different ways - drawing on what they already know or on background information and vocabulary provided

		<p>tales, retelling them and considering their particular characteristics.</p> <ul style="list-style-type: none"> - recognising and joining in with predictable phrases. 	<ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher. - making inferences on the basis of what is being said and done. 	<p>already know or on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - predicting what might happen on the basis so far - participate in discussions about what is read to them, listening to what others say - explain clearly their understanding of what is read to them 	<p>by the teacher.</p> <ul style="list-style-type: none"> - making inferences on the basis of what is being said and done. - predicting what might happen on the basis so far - drawing on what they already know or on background information and vocabulary provided by the teacher - predicting what might happen on the basis so far - answering and asking questions
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