



## National Curriculum Key Stage One - Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically.

Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum



# Year 2 Reading Spine

<p><b>Autumn 1</b></p> 	<p><b>Key theme: traditional/alternative tales, local area</b></p> 
<p><b>Autumn 2</b></p> 	<p><b>Key theme: Manchester, bees, changes in living memory</b></p> 
<p><b>Spring 1</b></p> 	<p><b>Key themes: staying healthy, growing and changing, our world</b></p> 
<p><b>Spring 2</b></p> 	<p><b>Key themes: London, exploring cities, the Great Fire of London</b></p> 
<p><b>Summer 1</b></p> 	<p><b>Key themes: growth, changing, rainforests</b></p> 
<p><b>Summer 2</b></p> 	<p><b>Key themes: owls, bats and birds</b></p> 