Year Two Key Texts and Blurb

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| The Very Hungry Caterpillar | *The Very Hungry* Caterpillar has been chosen as our first text because it is classic story that is familiar to our children with lots of repetition and rhythmic language. It will provide our children with opportunities to consolidate key Year 1 learning such as punctuation, spelling and sentence structure. Whilst reading this text, they will also have opportunities to learn and apply noun phrases, commas, conjunctions, edit and improve vocabulary and use their imagination in order to write their own innovated versions of the original story. Through this text, our children will also make links to healthy eating in science and life cycles in science.  **Sight words:** two, four, again, any, after, more, beautiful |
| Biscuit Bear | *Biscuit Bear* has been chosen because it is a suspenseful and creative story that will encourage our children to use their inference and imagination to predict what will happen next. Whilst reading the story, our children will develop their use of coordinating conjunctions and descriptive noun phrases which they will apply in their own writing. This text will also provide our children with opportunities to use their understanding of the story and their own ideas to write from the perspective of different characters and across a range of genres including thought bubbles, predictions, instructions and short stories.  **Sight words:** would, floor, gold(en), where, always, find, every(one)only |
| The Princess and the Bowling Ball | *The Princess and the Bowling Ball* has been chosen as it is an amusing twist on a well-known fairy tale that will reinforce our aim of children reading widely for pleasure. The book that this story is taken from – *The Stinky Cheeseman and Other Fairly Stupid Tales*- will build on our children’s cultural capital as it exposes them to different angles of well-known stories and gives them an opportunity to explore a non-linear narrative. This story also provides opportunities to build oracy and to use the scaffold of a well-known structure to build our children’s imagination and make the story their own when retelling. Whilst reading this text, our children will also be given opportunities to learn and apply the use of adverbs, questions and inverted commas for purpose into their writing.  **Sight words:** once, upon, every, would, door |
| There’s a Pig up my Nose | *There's a Pig Up My Nose*has been chosen because it is a funny and imaginative story that will develop our children's creativity and love of reading. The unusual events of the story will inspire our children to think outside of the ordinary when innovating and creating their own fictional narratives based on the original story. Whilst reading this text, they will also have opportunities to learn and apply key grammar knowledge including possessive apostrophes and inverted commas.  **Sight words:** when, fast, break, parents, school, after, very, class, children |
| Hermelin | *Hermelin* has been chosen because it is enriched with new language and structures which will extend our children's vocabulary and grammar knowledge. This text will challenge and delight our pupils as they read and explore each multi-layered page with opportunities to develop as young reading detectives and polish their inference and prediction skills. It will provide a wide range of writing opportunities with enriched language using suffixes, adverbs, past progressive, command sentences, questions and exclamation sentences. Our children will apply this understanding to different genres of writing e.g. lost and found posters, instructions, designing invitation cards and writing a non-chronological report.  **Sight words:**bath, also, again, which, would, great, find, behind,water, last,where, everybody, because, who, very |
| The True Story of the Three Little Pigs | *The True Story of the Three Little Pigs* has been chosen as it is a narratively complex story that will develop our children’s imagination, expose them to a more informal writer’s voice and enable them to challenge the themes usually presented in a traditional tale. This story builds on the secure knowledge of the original tale - *The Three Little Pigs* - that our children developed in Year 1. This text has a range of Year 1 and Year 2 common exception words giving opportunity to embed Year 1 learning whilst still being challenged. Whilst reading the text, our children will also be exposed to adverbs, exclamation sentences and a range of conjunctions providing opportunities to learn and use this knowledge through a range of writing genres.  **Sight words:** whole, sugar |
| Tell me a Dragon | *Tell Me Dragon* has been chosen to enrich our children’s knowledge of poetry and challenging text features such as similes, figurative language and descriptive vocabulary. Our children will be exposed to a **diverse** range of cultures through the settings the author chooses and through the owners’ perceptions of their dragons. This text will enable our children to build on their knowledge of descriptions and use their imagination to describe the appearance and behaviours of their own characters. They will also have opportunities to write their own poems using the text features that they have learnt about.  **Sight words:** always, eye, door, sure |
| Into the Forest | *Into the Forest* has been chosen in order to build our children’s expertise in making links between other stories they have read in order to build plausible predictions as the narrative has subtle links to many well-known traditional tales that become apparent through exploring the illustrations and characters. Whilst reading the text, we will build our children’s cultural capital by exposing them to stories that do not follow the pattern they would expect. The text will also widen our children’s exposure to vocabulary that fits a darker theme. They will have an opportunity to learn and apply different and more complex story language, inverted commas, contractions and possessive apostrophes whilst enjoying this text.  **Sight words:** would, want, could, house, cold |
| Can You Catch a Mermaid? | *Can You Catch a Mermaid?* has been chosen as it is a text that will expose our children to ambitious vocabulary that lends itself to more complex, sophisticated writing. It is a text that provides opportunities for our children to further build on their knowledge and skills of inference whilst enjoying being immersed in a description rich, imaginative environment. The text has many examples of how noun phrases, similes and powerful verbs build a much more detailed image for the reader which will be identified and applied through a range of writing opportunities. In PSHE, the actions of the characters in this story will form the basis of class discussions around the theme of morality in order to develop our children’s understanding of actions and consequences.  **Sight words:** father, gold, hold, live, children, only, every |
| Flat Stanley | *Flat Stanley* has been chosen to support our children’s transition between picture books and longer chapter books as it includes chapters that can be read as stand-alone short stories. This will enable our children to access a longer text without being overwhelmed by the length of the chapters whilst challenging them with the ambitious language and vocabulary in the book. The text addresses discrimination in a child appropriate format and allows for wider discussion around the themes of **diversity** and inclusion.  **Sight words:** would, always, could, because, other, most, behind, more, right, very, last |
| Fantastic Mr Fox | *Fantastic Mr Fox* has been chosen because it is a narratively complex text that will challenge our children to understand and follow the story through the narration of different characters. The author uses a range of sentence structures which will provide our children with opportunities to read aloud expressively by responding to the punctuation. This story will allow our children to explore the themes of right and wrong as they discuss the actions of the different characters and use events from the book to justify their opinions. Above all, this is an enjoyable text for our children to read and be read to for pleasure which will begin their journey into longer chapter books.  **Sight words:** every, would, behind, four, where, find, move, any, most, sure, does, again, very, two, why, father, after, only, eye, who, other, |

Reading Spine text

TFW text

Shared read text