

## Year Two Spine Texts and Blurbs

Autumn	
<p>Aesop's Fables</p> <p>Archaic Text</p>	<p><i>Aesop's Fables</i> has been chosen because the illustrations are beautifully designed, and the classic stories are delightfully described, by Michael Rosen, allowing the children to experience a wealth of archaic language that they may not have typically read. This book includes retellings of familiar fables such as "Mouse and Lion" and "Town Mouse and Country Mouse" as well as a variety of lesser-known parables. Rosen's plainspoken retelling, engages children with injected humour and exciting vocabulary. In the fable "Frog and Bull", Frog is impressed with Bull's huge size: "it's bigger than a hundred frogs. I'm only as big as its eyeball!", will engage children with its vivid and unusual description.</p>
<p>Where the Wild Things Are by Maurice Sendak</p> <p>Archaic Text</p>	<p>This modern classic is a firm favourite with our children providing an engaging stimulus for them to write creatively to describe their own 'Wild Thing' within a fictional non-chronological report. Through discussion, our children explore the themes of adventure and self-importance as they consider whether Max's adventures are real or imaginary. The archaic language used within the text and the unfamiliar phrasing, such as 'in and out of weeks' exposes our children to a broader range of vocabulary and sentence structures, preparing them to meet increasingly complex texts in their own reading and future learning.</p>
<p>The Night Before Christmas by Major Henry Livingston Jr</p> <p>Archaic Text</p>	<p><i>The Night Before Christmas</i> has been chosen because it uses a wide range of vocabulary including archaic language that the children may be unfamiliar with. The rhyming structure of the poem allows the children to become more familiar with poetry from a time gone by. It also allows our children to explore themes around the festive period and discuss the traditional stories about Christmas and St Nicholas, whilst making links with the Santa Claus that they are more familiar with.</p>
<p>There's a Pig up my Nose by John Dougherty</p>	<p><i>There's a Pig Up My Nose</i> 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. Whilst reading this text, they will also have opportunities to learn and apply key grammar knowledge including possessive apostrophes.</p>
<p>The Stinky Cheeseman and Other Fairly Stupid Tales by Jon Scieszka</p> <p>Non-Linear Sequences</p>	<p><i>The Stinky Cheeseman and Other Fairly Stupid Tales</i> has been chosen as it is an extremely funny and engaging book. The twists and turns in the narratives allow the children to explore a non-linear sequence and the way in which Jack the narrator pops up at various points allows for some excellent discussion. The rethinking of traditional tales allows our children to explore a new sense of humour and appreciate the original fairy tales for their storylines. The references to book design – e.g. the title page being called 'Title Page' – mean the children are engaging with the layout of stories in a whole new way.</p>
Spring	
<p>Slug Needs a Hug by Jeanne Willis</p> <p>Symbolic Text/Complexity of Plot</p>	<p><i>Slug Needs a Hug</i> has been chosen because it has a fun rhyming scheme, and the story has a nice lilting feel to it. The story is, of course, terribly silly, and the items of clothing suggested to slug make him look more and more ridiculous. The illustrations are delightful and Tony Ross manages to create a slug that verges on being cute! The animals are all fun to see, and the colours are bright and cheerful. There is also a rich variety of adjectives and adverbs for our children to learn and potentially use in their own writing.</p>
<p>The Book with No Pictures by B J Novak</p> <p>Resistant</p>	<p><i>The Book with No Pictures</i> has been chosen to inspire joy and laughter when reading. The juxtaposition of this deliberately resistant text, creates a combative dialogue throughout that will inspire our children to think creatively about how different texts can be both read and written. The irreverent sense of humour that is built throughout the text will highly engage our children and is accessible for all. The different font types, word size and colours, signal important changes in tone and voice for the reader and will provide our children with</p>

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	the opportunity to understand how expression and voice changes can create a more engaging experience for the listener.
Voices in the Park by Anthony Brown  Non-Linear Sequences	<i>Voices in the Park</i> has been chosen because it deals with important social and well-being topics such as alienation and anger as well as friendship and hope. While the story deals with some discomfiting tones, in both pictures and text, Browne celebrates the redeeming power of connecting with another human being, by allowing children the opportunity to empathise with the situations and perspectives of the characters in the story. The illustrations are also very artistic and imaginative, which is perfect for our children.
The True Story of the Three Little Pigs by Jon Scieszka  Narratively Complex	<i>The True Story of the Three Little Pigs</i> 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 - <i>The Three Little Pigs</i> - that our children developed in previous year groups. 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.
Summer	
Can You Catch a Mermaid?  Symbolic Text/Complexity of Plot	<i>Can You Catch a Mermaid?</i> 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.
The Tear Thief by Carol Ann Duffy Symbolic Text/Complexity of Plot	<i>The Tear Thief</i> has been chosen as it is an imaginative and symbolic text. The beautifully illustrated story with rich language, provides our children with the opportunity to develop their visualisation of different texts. The highly descriptive language and varied verb choice throughout the text provide our children the opportunity to enhance their grammatical understanding and be able to apply this to a range of writing genres. The thought-provoking message in the story can act as a stimulus for sharing children's emotional responses.
Flat Stanley by Jeff Brown	<i>Flat Stanley</i> 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 ambitious language and vocabulary. The text addresses discrimination in a child appropriate format and allows for wider discussion around the themes of respect.
Fantastic Mr Fox by Roald Dahl  Narratively Complex	<i>Fantastic Mr Fox</i> 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.

Reading spine text

Shared read text