

Expected = 25 out of 31

Year 2—Reading Expectations

Read common exception words.

Read most words quickly and accurately when they have been frequently encountered without sounding and blending.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically and without undue hesitation.

Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.

Read accurately words of two or more syllables that contain taught GPCs.

Can apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

Read words containing common suffixes.

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Word Reading

Phase 6 letters and sounds

Are able to talk about what the picture tells them in a book.

Listen carefully to books that are being read to them.

Exercise choice and select appropriate books.

Take turns and listen to what others say.

Talk about a book and discuss why they have enjoyed it.

Discuss their favourite words and phrases and clarify meanings of words.

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Answering and asking questions.

Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.

Re-read books to build fluency and confidence.

Attitudes

Reading for pleasure and participation

Explain clearly with understanding what they have read.

Give simple opinions on text they have read themselves.

Is aware of the difference between fiction and non-fiction.

Learn about cause and effect and think about what prompted a character's behaviour.

Recognise simple recurring literary language in stories and poems.

Check that text makes sense as they read and correct inaccuracies.

Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.

Comprehension

Can use pictures to give opinions and support reasons.

Can identify a section of a book they have enjoyed and explain why.

Predict what might happen on the basis of what has been read so far.

Make inferences on the basis of what is being said and

Be able to recognize non fiction books that are structured in different ways.

Discuss the sequence of events in books and how items of information are related and relate to own knowledge