

Year 2	Beginning	Within	Secure	End of year expectations
Word Reading	<ul style="list-style-type: none"> ➤ I can read most of the Y1/2 high frequency words ➤ I can use phonic strategies when reading unknown words ➤ I know the function of full stops when reading and can show this when reading aloud ➤ I can read all the vowel digraphs and trigraphs 	<ul style="list-style-type: none"> ➤ I can use a range of phonic strategies to read unknown regular words ➤ I can read aloud taking into account . ? ! ➤ I can identify when my reading does not make sense and can self-correct in order for the text to make sense ➤ I can read words with more than one syllable. 	<ul style="list-style-type: none"> ➤ I can read all of the high frequency words from Y1/2 list ➤ I can use syllables to read unknown polysyllabic words, including knowledge of prefixes and suffixes ➤ I can read words with contractions and understand that the apostrophe represents the omitted letters ➤ I can read aloud with intonation, taking into account a wider range of punctuation ➤ I can read aloud well, pausing at full stops, and changing voice for exclamation, question 	<p>Pupils should be taught to:</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

			and speech marks.	<input type="checkbox"/> <input type="checkbox"/> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <input type="checkbox"/> <input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <input type="checkbox"/> <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading.
Comprehension	<ul style="list-style-type: none"> ➤ I can retell an unknown story ➤ I can use the front cover and book title as well as illustrations and the words inside to make reading choices ➤ I can relate stories/texts to my own experiences, 	<ul style="list-style-type: none"> ➤ I can locate some specific information ➤ I can make predictions about a text using a range of clues (e.g. experience of books by same author) ➤ I can compare similarities and differences between texts/books in terms of characters, settings and 	<ul style="list-style-type: none"> ➤ I can explain the meaning of WOW! Words in context (e.g. despair, marvel) ➤ I can summarise a story, giving the main points clearly in sequence ➤ I can find the answers to 	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> <input type="checkbox"/> 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

	<p>including story settings and incidents</p> <ul style="list-style-type: none"> ➤ I can locate specific information on a given page in response to a direct question ➤ I can comment on obvious characteristics and actions of characters in stories ➤ I am beginning to distinguish between fiction and non-fiction 	<p>themes</p> <ul style="list-style-type: none"> ➤ I can provide simple explanations about events or information ➤ I can start to talk about the features of certain non-fiction texts ➤ I can begin to use contents and index pages to locate information in non-fiction texts 	<p>questions about a text I have read (oral and written questions)</p> <ul style="list-style-type: none"> ➤ I can talk about how different words and phrases affect meaning ➤ I can discuss reasons for events in stories by beginning to use clues in the story ➤ I am beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings, actions ➤ I can talk about the features of certain non-fiction texts ➤ I can demonstrate how to use information books 	<p>which they can read independently</p> <ul style="list-style-type: none"> ☐☐discussing the sequence of events in books and how items of information are related ☐☐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 ☐☐recognising simple recurring literary language in stories and poetry ☐☐discussing and clarifying the meanings of words, linking new meanings to known vocabulary ☐☐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
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			<p>➤ I can ask questions before reading a non-fiction text and look for the answers within the text when reading</p>	<p>to make the meaning clear</p> <ul style="list-style-type: none"><input type="checkbox"/> <input type="checkbox"/> understand both the books that they can already read accurately and fluently and those that they listen to by:<input type="checkbox"/> <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher<input type="checkbox"/> <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading<input type="checkbox"/> <input type="checkbox"/> making inferences on the basis of what is being said and done<input type="checkbox"/> <input type="checkbox"/> answering and asking questions<input type="checkbox"/> <input type="checkbox"/> predicting what might happen on the basis of what has been read so far<input type="checkbox"/> <input type="checkbox"/> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to
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				<p>what others say <input type="checkbox"/> <input type="checkbox"/> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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