

Year 2 READING			
Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> • I understand the importance of decoding words automatically. • I understand that some words cannot be decoded with phonic strategies. • I use the graphemes taught to blend sounds. • I know that phonemes may be represented by different graphemes. • I know that familiar words do not need to be sounded out and blended. • I read these familiar words automatically and accurately without sounding or blending. 	<ul style="list-style-type: none"> • I know that the same grapheme may be read in different ways. • I recognise alternatives and consider which will make meaning. • I recognise syllables in words. • I know that breaking words into syllables helps fluent decoding. • I know that other strategies can be used to read unfamiliar words. • I use other strategies to support fluent decoding. 	<ul style="list-style-type: none"> • I read words of two or more syllables accurately. • I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • I read these books fluently and confidently.
Reading for Pleasure	<ul style="list-style-type: none"> • I know that there are different kinds of stories. • I listen to or read a range of different kinds of stories. • I make choices about the books I read. • I know that non-fiction books are organised differently from fiction texts. • I know that books or texts have a purpose. 	<ul style="list-style-type: none"> • I explain why I prefer certain books or stories. • I can retell stories with the key events in the correct sequence. • I can retell a story with the key events and the characters. • I know how to find information in a non-fiction book. • I identify the purpose of a book or a text. • I know that books and stories are set in different places and times. 	<ul style="list-style-type: none"> • I decide how useful a non-fiction book is to find the information I need. • I can find the setting or time in books or stories. • I can discuss the setting or time in books.

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Aspect	Autumn	Spring	Summer
Reading for Pleasure - Poetry	<ul style="list-style-type: none"> • I know the difference between poetry and narrative • I know that there are different kinds of poetry. • I listen to different kinds of poetry. • I can talk about books or poems read. • I know that stories and poems can have patterned or recurring literary language. 	<ul style="list-style-type: none"> • I talk about the meaning of different poems. • I recognise that a poem can tell a story. • I learn a poem by heart. • I can give an opinion on books or poems read. • I can find patterned or recurring literary language in poems and stories. • I find favourite words and phrases. 	<ul style="list-style-type: none"> • I recite or perform a poem making the meaning clear. • I talk about favourite words and phrases. • I know that word choice affects meaning. • I can explain why a writer has chosen a word to affect meaning.
Reading Accurately, with fluency and with understanding	<ul style="list-style-type: none"> • I know that the purpose of reading is to make meaning. • I know that there is a range of decoding strategies. • I can check that text I read makes sense. • I re-read when I have lost the meaning. 	<ul style="list-style-type: none"> • I self-correct when I have lost the meaning. • I use prior knowledge and reading experiences to understand text. • I use the context to understand texts. • I ask questions to clarify understanding. • I can find the answers to retrieval questions about stories, poems or non-fiction texts. • I recognise that a writer can have a message for the reader. • I can make predictions about possible events. 	<ul style="list-style-type: none"> • I know what the inference - 'reading between the lines' - means. • I find inferences about characters' feelings and thoughts. • I can explain inferences about characters' feelings and thoughts. • I give reasons for characters' actions or behaviour. • I recognise key ideas in a text. • I can explain a writer's message. • I can make predictions about how characters might behave.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 2 READING

Reading Accurately and Fluently	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • I self-correct, look backwards and forwards in the text and search for meaning. • I read poetry, using intonation and expression, and handle humour appropriately when needed. • I extract information from non-fiction using contents, index, chapters, headings and glossary. 	<ul style="list-style-type: none"> • I identify and comment on the main characters in my text and the way they relate to one another. • I show understanding of the main points of the text and re-tell the story. • I make sensible predictions about what is likely to happen in the story and to different characters. 	<ul style="list-style-type: none"> • I add to meaning of my reading through expression and intonation. • I know how suspense and humour is built in a story, including the development of the plot.
<ul style="list-style-type: none"> • I am quick to pick up inferences that go beyond the text. • I empathise with different characters I come across in my reading. • I pick out key words and phrases used by the author to help the reader know more about the personality of the characters in a text. • I identify key similarities and differences within two books I have read. • I am beginning to use some of the plots that I have come across in my reading in my own writing. • I seek new and unfamiliar vocabulary within my reading with the intention of using them in my own writing. 		