

## Year 2 Reading

Behaving and reflecting as a reader	Retrieval skills	Inferential skills	Purpose and organisation	Style and impact	Decoding	Authorial intent/context
<p>Children will continue to develop a love of reading through hearing, sharing and discussing a wider range of high quality fiction and non-fiction books including some at a level beyond which they can read independently. This will include:</p> <ul style="list-style-type: none"> <li>•Listening to and discussing books, poems and other works that are read to them and those that they can read for themselves</li> <li>•Taking turns and listening to what others say about texts that they listen to and those that they read for themselves -</li> <li>•Listening to feedback on their own views -</li> <li>•Continuing to extend their understanding of what they have read by participating in role-play and other drama techniques to help them to identify with and explore characters and to try out the</li> </ul>	<p>Children will be increasingly confident in explaining their understanding of what they have read and what is read to them. This will include:</p> <ul style="list-style-type: none"> <li>•Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>•Being able to retell strongly -patterned stories including a wider range of fairy stories and traditional tales</li> </ul> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>•Starting to use their</li> </ul>	<p>Children will become more confident in predicting events and making inferences. This will include:</p> <ul style="list-style-type: none"> <li>•Being able to draw on what they already know or on background information and vocabulary provided by the teacher to predict what might happen or read between the lines</li> <li>•Predicting what might happen on the basis of what has been read so far</li> </ul>	<p>Children will be familiar with a wider range of different text types and their particular organisational characteristics. This will include:</p> <ul style="list-style-type: none"> <li>•Becoming increasingly familiar with the structures of a wider range of stories, fairy stories and traditional tales</li> <li>•Discussing the sequence of events in books and how items of information are related</li> <li>•Understanding the idea of cause and effect in both narrative and non-fiction</li> </ul>	<p>Children will continue to expand their vocabulary and awareness of grammatical structures and literary language. This will include:</p> <ul style="list-style-type: none"> <li>•Being able to discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>•Discussing their favourite words and phrases; beginning to recognise and comment on some language choices/ effects and starting to be able to</li> </ul>	<p>Children will become increasingly fluent readers with more confident blending and less need for sounding out. This will include:</p> <ul style="list-style-type: none"> <li>•The ability to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - ONGOING</li> <li>•Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>•Reading accurately words of two or more syllables that contain the same graphemes as above</li> <li>•Reading words containing common suffixes</li> <li>•Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>•Reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>•Reading aloud books closely matched to their improving phonic knowledge, sounding out</li> </ul>	<p>Children will continue to develop awareness that writers have viewpoints and purposes and may begin to have some understanding that texts have contexts that affect meaning. This could include:</p> <ul style="list-style-type: none"> <li>•Identifying the main purpose</li> <li>•Recognition of some of the features of the context of texts</li> <li>•Beginning to talk about their understanding of what they read or hear making links between texts and text types including film</li> </ul>

<p>language they have listened to.</p>	<p>understanding of structure and organisation of fiction and non-fiction texts to locate and retrieve information</p> <ul style="list-style-type: none"> <li>• Making reference to quotations from texts</li> </ul>	<ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done -</li> <li>• Answering and asking questions to secure their predictions and inferences</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming familiar with and finding their way around non-fiction books that are structured in different ways</li> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation, to make the meaning clear</li> </ul>	<p>identify some of the types of words these are</p> <ul style="list-style-type: none"> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Recognising that particular kinds of language are associated with particular text types</li> <li>• Understanding the difference between spoken and written language</li> </ul>	<p>unfamiliar words accurately, automatically and without undue hesitation</p> <ul style="list-style-type: none"> <li>• Reading with increasing expression and appropriate intonation</li> </ul>	
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