



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"> •Listening to and discussing books, poems and other works that are read to them and those that they can read for themselves •Taking turns and listening to what others say about texts that they listen to and those that they read for themselves - •Listening to feedback on their own views - •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 	<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"> •Checking that the text makes sense to them as they read and correcting inaccurate reading •Being able to retell strongly -patterned stories including a wider range of fairy stories and traditional tales <p>This could include:</p> <ul style="list-style-type: none"> •Starting to use their 	<p>Children will become more confident in predicting events and making inferences. This will include:</p> <ul style="list-style-type: none"> •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 •Predicting what might happen on the basis of what has been read so far 	<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"> •Becoming increasingly familiar with the structures of a wider range of stories, fairy stories and traditional tales •Discussing the sequence of events in books and how items of information are related •Understanding the idea of cause and effect in both narrative and non-fiction 	<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"> •Being able to discuss and clarify the meanings of words, linking new meanings to known vocabulary •Discussing their favourite words and phrases; beginning to recognise and comment on some language choices/ effects and starting to be able to 	<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"> •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 •Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes •Reading accurately words of two or more syllables that contain the same graphemes as above •Reading words containing common suffixes •Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •Reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered •Reading aloud books closely matched to their improving phonic knowledge, sounding out 	<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"> •Identifying the main purpose •Recognition of some of the features of the context of texts •Beginning to talk about their understanding of what they read or hear making links between texts and text types including film

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