

YEAR 2	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 1-  <b>DECODING</b>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>		
<b>STEPS TO SUCCESS</b>			
	EMERGING	WORKING WITHIN	WORKING AT GREATWER DEPT
	<ul style="list-style-type: none"> <li>• Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks</li> <li>• Read on sight a range of high frequency words</li> <li>• Identify syllables in order to read polysyllabic words</li> <li>• Blend and segment long vowel phonemes</li> <li>• Notices when reading does not make sense</li> <li>• Reads ahead and self corrects</li> <li>• Recognises some common prefixes and regular verb endings</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a range of prefixes and suffixes to construct the meanings of words in context</li> <li>• Read fluently with intonation, expression and regard for punctuation</li> <li>• Recognises the function of the apostrophe in common words; I'm can't don't etc.</li> <li>• Recognises and reads a range of consonant digraphs; kn, wr, phetc;</li> </ul>	<ul style="list-style-type: none"> <li>• Read a range of fiction and non-fiction texts independently, using known strategies appropriately to establish meaning</li> <li>• Recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression</li> <li>• Recognise the full range of consonant diagraphs</li> <li>• Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context</li> <li>• Begin to make use of context to work out the meanings of unfamiliar words</li> </ul>

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READING SKILL 2-  <b>ORGANISATION &amp; RETRIEVAL</b>	<ul style="list-style-type: none"> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Answering and asking questions</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>EMERGING</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATWER DEPT</b>
	<ul style="list-style-type: none"> <li>• Generate questions before reading and use bibliographic knowledge to help retrieve specific information</li> <li>• Use an understanding of the structure of non-chronological reports and explanations to make predictions</li> <li>• Retelling of story more independent and refers to most of the main events and characters</li> <li>• Evaluate the usefulness of the information in a particular text for answering questions</li> <li>• Understand how to use alphabetically ordered texts to retrieve information</li> <li>• Discuss and comment on the structure of a narrative</li> <li>• Responds to features of presentation in text, e.g. capitalisation and bold type</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a story clearly and with appropriate detail</li> <li>• Extract information from the text and discuss orally with reference to the text</li> <li>• Understand where to go to find answers</li> <li>• Make comparisons between books, noting similarities and difference, e.g. layout theme, characters and setting</li> <li>• Gain an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents, illustrations</li> <li>• Uses some organisational devices to locate Information: index, contents, headings, uses appropriate terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of main points with reference to the text</li> <li>• Recognise the main differences between fiction and non-fiction texts</li> <li>• Can read closely to obtain specific information, extracting information from the text and make notes using quotation and reference to the text</li> <li>• Start to use alphabetically ordered texts to find information</li> <li>• Identify the features of different text-types</li> <li>• Understand the purpose of the paragraph</li> <li>• Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts</li> </ul>
<b>YEAR 2</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 3-  <b>READING DETECTIVE</b>	<ul style="list-style-type: none"> <li>• 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 which they can read independently</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul>		
	<b>STEPS TO SUCCESS</b>		

	<p style="text-align: center;"><b>EMERGING</b></p> <ul style="list-style-type: none"> <li>• Go beyond own experience or general impression and refer to text to explain meaning</li> <li>• Make predictions using experience of reading books written by the same author or based on similar themes</li> <li>• Make simple inferences about thoughts and feelings and reasons for actions</li> <li>• Respond to main characters, events and settings by making simple inferences about thoughts and feelings – Henry is feeling excited about the party</li> </ul>	<p style="text-align: center;"><b>WORKING WITHIN</b></p> <ul style="list-style-type: none"> <li>• Identify key themes and discuss reasons for events in stories</li> <li>• Be aware of underlying themes and ideas within a text</li> <li>• Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere</li> <li>• Discusses reasons for, or causes of, incidents in the story</li> <li>• Identifies and discusses character and begins to speculate how they might behave</li> <li>• Begins to generate questions before reading and locates answers in text</li> </ul>	<p style="text-align: center;"><b>WORKING AT GREATWER DEPT</b></p> <ul style="list-style-type: none"> <li>• Explore underlying themes and ideas making clear reference to the text</li> <li>• Make plausible predictions based on knowledge of the text, or of books by the same author or of similar themes</li> <li>• Discuss the actions of the main characters and justify views using evidence from the text.</li> <li>• Summarise the main points from a passage or a text</li> <li>• With support begin to make inferences about characters' actions in a story based upon evidence from the text</li> <li>• Identifies and discusses character, speculating how they might behave, giving reasons</li> </ul>
<b>YEAR 2</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 4-	<ul style="list-style-type: none"> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• Discussing their favourite words and phrases</li> </ul>		
<b>WRITERS' USE OF LANGUAGE</b>	<b>STEPS TO SUCCESS</b>		
	<b>EMERGING</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATWER DEPT</b>
	<ul style="list-style-type: none"> <li>• Identify how vocabulary choice affects meaning 'Crept lets you know that he is trying to be quiet'</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and comment on vocabulary and literary features – 'All fairy tales start with Once Upon a Time...'</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where language is used to create mood or build tension</li> </ul>
<b>YEAR 2</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 5-	<ul style="list-style-type: none"> <li>• 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 what others say</li> </ul>		
<b>PURPOSE</b>	<b>STEPS TO SUCCESS</b>		
	<b>EMERGING</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATWER DEPT</b>

<b>&amp;IMPACT</b>	<ul style="list-style-type: none"> <li>• Make choices about which texts to read based on prior reading experience and bibliographic knowledge</li> <li>• Responds to main characters, events and settings by making simple inferences about thoughts and feelings</li> <li>• Understand why the writer is writing – ‘She wants you to know how to make a kite’</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to make choices about which texts to read based on prior reading experience and bibliographic knowledge</li> <li>• Able to respond when questioned about extensions or alternatives to events and actions and feelings created by the story</li> <li>• Understand what the writer might be thinking – ‘He thinks they are being mean’</li> </ul>	<ul style="list-style-type: none"> <li>• Starts to identify the author’s main purpose for writing – ‘He doesn’t want any more turtles to be killed’</li> </ul>
<b>YEAR 2</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
READING SKILL 6-  <b>REAL READER!</b>	<ul style="list-style-type: none"> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</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> <li>• 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 which they can read independently</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>EMERGING</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATWER DEPT</b>
	<ul style="list-style-type: none"> <li>• Continues to relate what they read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Aware that books are set in different times and places</li> </ul>	<ul style="list-style-type: none"> <li>• Start to make simple connections between books by the same author – ‘Dick KingSmith often writes about animals’</li> </ul>