



Year 2

# Reading

**WR8** - Re-read books to build up fluency and confidence in word reading.

**WR7** - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

**WR6** - Read most words quickly and accurately, without overt sounding and blending.

**WR5** - Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word.

**WR4** - Read words containing common suffixes.

**WR3** - Read accurately words of two or more syllables that contain the graphemes taught so far.

**WR2** - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

**WR1** - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

WORD READING

**RP8** - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

**RP7** - Discuss their favourite words and phrases.

**RP6** - Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

**RP5** - Recognise simple recurring literary language in stories and poetry.

**RP4** - Understand that non-fiction books are structured in different ways.

**RP3** - Become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales.

**RP2** - Discuss the sequence of events in books and how items of information are related.

**RP1** - Listen to, discuss and express 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.

READING FOR PLEASURE

**C5** - Predict what might happen on the basis of what has been read so far.

**C4** - Answer and ask questions about the books they can read fluently and accurately.

**C3** - Make inferences on the basis of what is being said and done.

**C2** - Check that the text makes sense to them as they read and correct inaccurate reading.

**C1** - Draw on what they already know or on background information and vocabulary provided by the teacher.

COMPREHENSION

**S2** - Explain and discuss their understanding of books, poems and other material, both those they listen to and those they read for themselves.

**S1** - Participate in discussions about books, poems and other works that are read to them and those that they read themselves, taking turns and listening to what others say.

SUMMARISING