

## Year 2 - Reading

Emerging (85% should be here in November)	Met- (85% should be here in February)	Met ( expected for end of Year 2) (85% should be here in June)	Met +
<p><b>Word recognition skills</b></p> <p><b>Reads aloud books with accuracy, confidence and fluency, consistency of phonic knowledge – Turquoise Book Band. 90% accuracy</b></p> <p>Read aloud books closely matched to their improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Confidently reads aloud more complex texts, consistently and accurately applying phonic knowledge taught.</p> <p>Reads accurately a range of words with more than one syllable, making confident attempts where beyond taught GPCs.</p> <p>Is beginning to read common exception words such as smiling, runner etc.</p> <p>Tests out alternative graphemes for phonemes when reading unfamiliar words.</p>	<p><b>Word recognition skills</b></p> <p><b>Reads aloud books with accuracy, confidence and fluency, consistency of phonic knowledge – Purple Book Band. 90% accuracy</b></p> <p>Reads accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and fluent Read words containing common suffixes Read for meaning and begin to self correct use one other decoding strategy (eg missing the word out, context, hiding words)</p>	<p><b>Word recognition skills</b></p> <p><b>Reads aloud books with accuracy, confidence and fluency, consistency of phonic knowledge – Purple/Gold Book Band. 90% accuracy</b></p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Self-correct independently.</p>	<p><b>Word recognition skills</b></p> <p><b>Reads aloud books with accuracy, confidence and fluency, consistency of phonic knowledge – White/ Lime Book Band. 90% accuracy</b></p>
<p><b>Comprehension</b></p> <p>Reads accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and fluent Read words containing common suffixes Read for meaning and begin to self correct use one other decoding strategy (eg missing the word out, context, hiding words)</p>	<p><b>Comprehension</b></p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading. Justify opinions about authors, poems or genres Can discuss their favourite words and phrases and begin to justify their opinion and choice Shows understanding of the meaning of words through discussion, and makes links to those already known. Makes inference about what has prompted a character’s behaviour and begin deduce reasons why Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear. Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</p>	<p><b>Comprehension</b></p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear Give examples from authors, poems and genres to support and justify their opinion. New words are understood through the exploration of their meaning in context and by making links to known vocabulary Gives plausible inferences and predictions, based on what has been read, are offered and explained. Recognises that non-fiction books can be structured in different ways Make assumptions about why characters act in a certain way or events that happen without the answers being given in the text (inference). Demonstrates understanding of a wide range of poetry, stories, and non-fiction that has been read and listened to, through identification and discussion of key ideas and information, and by verbal explanations linked to own experiences, background information and vocabulary provided.</p>	<p><b>Comprehension</b></p> <p>Read, understand and respond imaginatively to humour Read with increased independent stamina Reads with enthusiasm and challenges themselves to read a range of genres Read a range of genres and authors to compare and comment</p>

