

Year 2	Step 1	Step 2	ARE	Greater Depth
<p><b>Attitudes to reading: develop pleasure in reading, motivation to read and develop vocabulary and understanding</b></p> <p><b>Terminology for pupils: phonics, decode, blend, segment, sound, digraph, trigraph, vowel, consonant, suffix, apostrophe, contraction</b></p>			<p>Children must be achieving these skills within the white book bands level to be working at age related standards. Reading must be fluent and children should show stamina in order to read longer texts.</p>	
<p><b>Word Reading</b></p> <p><b>**NB As soon as pupils can read words comprising of the Year 2 GPCs accurately and speedily, they should move on to the Years 3/4 programme of study for word reading.</b></p>	<p>Consolidate and blend correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>To know how to segment words into syllables; understand how to read each syllable separately before blending together.</p>	<p>Understand when to apply phonic knowledge and skills as the route to decode words.</p> <p>Read other words of more than one syllable that contain taught GPCs; Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings; continue to recognise and learn common exception words which don't fit the phonetic rules.</p> <p>Understand that when a word has been learnt it becomes part of their sight vocabulary and decoding skills are no longer needed.</p> <p>Re-read known texts fluently, accurately and confidently with consistent phonic knowledge.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above; read words containing common suffixes; read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; re-read</p>	<p>All aspects of reading at the national standard are embedded.</p> <p>Books are selected, both independently and by the teacher, in order to challenge knowledge and word reading skills.</p> <p>Automatic decoding is established and a range of texts are read with consistent accuracy, fluency and confidence.</p> <p>Is able to use the adventurous vocabulary from their reading in their writing.</p>

			<p>these books to build up their fluency and confidence in word reading.</p>	
<p><b>Comprehension</b></p>	<p>Understand that there are different types of text for different purposes and identify and name them.</p> <p>Recognise sequences of events or structure in simple texts.</p> <p>Know the difference between fiction and non-fiction.</p> <p>Use dictionaries and thesauruses with increasing accuracy to find meanings and synonyms for new words.</p>	<p>Discuss texts that they read and listen to and begin, with support, to express their views which are relevant to the text.</p> <p>Identify and discuss the devices used to link sequences of events or sections of text with support eg time conjunctions, adverbs, numbers, bullet points, subheadings etc.</p> <p>Name some of the structural features of a range of non-fiction texts.</p> <p>Join in with recurring literary language in stories and poetry.</p> <p>Identify words that they don't understand when reading and independently use a dictionary to find the meaning.</p>	<p>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 ie challenging texts being read to them by the teacher.</p> <p>Discuss the sequence of events in books and how items of information are related in both fiction and non-fiction eg how paragraphs or sections of text are linked.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Experience non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>All aspects of reading comprehension at the national standard are embedded.</p> <p>Understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction and simple explanations of how and why texts are structured according to their purposes.</p> <p>Plausible inferences and predictions, based on what has been read, are offered and explained and justified.</p> <p>New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.</p> <p>Is able to discuss a range of books read during Year 2 and discuss personal preferences.</p>

	<p>Regularly choose and read a range of different poems.</p> <p>Discuss, with understanding, what has been read so far; Use the text to answer retrieval questions with support where necessary; Make predictions using own ideas and experiences</p>	<p>Identify favourite poems and read aloud with appropriate intonation to make the meaning clear.</p> <p>Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies; Discuss the text using a broader understanding of what is being said and done going beyond actual information in the text; Know where to find the answers to a question ie consistently referring to the text; Discuss events and actions in a text and use this knowledge to make predictions.</p> <p>Answer questions about books, poems and other works that are read to them and those that they can read themselves.</p>	<p>Discuss their favourite words and phrases.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand books that they can read accurately and fluently and books that they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -making inferences on the basis of what is being said and done -answering and asking questions -predicting what might happen on the basis of what has been read so far</p> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	
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