

Reading Curriculum Year 2



WORD READING	
1	I can use the sounds I know to decode words automatically and my reading is fluent.
2	<i>I can read and blend all sounds I have been taught.</i>
3	<i>I can recognise alternative sounds for letters or groups of letters.</i>
4	I can read words of two or more syllables that contain sounds I have been taught.
5	I can read words containing common suffixes.
6	I can read further common exception words and see where the sounds do not match.
7	<i>I can read most words quickly and accurately without needing to sound and blend words I have seen before.</i>
8	<i>I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.</i>
9	<i>I can re-read books, sounding out new words correctly to improve my speed and confidence.</i>
COMPREHENSION	
10	<i>I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.</i>
11	<i>I can enjoy reading and discussing the order of events in books and how items of information are related.</i>
12	<i>I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.</i>
13	I can enjoy reading by recognising repeated themes and ideas in stories and poems.
14	I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.
15	I can talk about my favourite words and phrases.
16	I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.
17	I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.
18	<i>I can spot if a word has been read wrongly by following the sense of the text.</i>
19	I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.

20	I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.
21	<i>I can ask and answer questions about the books or stories I am reading and make links.</i>
22	<i>I can say what might happen next in a story based on what has happened so far.</i>
23	<i>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</i>
24	I can explain what I think about books, poems and other material that I have read or heard.

SPOKEN LANGUAGE

25	I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.
26	I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.
27	I can discuss my favourite words and phrases.
28	I can answer and ask questions.

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p><u>The pupil can:</u></p> <ol style="list-style-type: none"> 1. read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes 2. read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) 3. read many common exception words. <p><u>In a book closely matched to the GPCs as above, the pupil can:</u></p> <ol style="list-style-type: none"> 1. read aloud many words quickly and accurately without overt sounding and blending 2. sound out many unfamiliar words accurately. <p><u>In discussion with the teacher, the pupil can:</u></p> <ol style="list-style-type: none"> 1. answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them. 	<p><u>The pupil can:</u></p> <ol style="list-style-type: none"> 1. read accurately most words of two or more syllables 2. read most words containing common suffixes 3. read most common exception words. <p><u>In age-appropriate books, the pupil can:</u></p> <ol style="list-style-type: none"> 1. read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words² 2. sound out most unfamiliar words accurately, without undue hesitation. 3. In a book that they can already read fluently, the pupil can: 4. check it makes sense to them, correcting any inaccurate reading 5. answer questions and make some inferences 6. explain what has happened so far in what they have read. 	<p><u>The pupil can, in a book they are reading independently:</u></p> <ol style="list-style-type: none"> 1. make inferences on the basis of what is said and done 2. predict what might happen on the basis of what has been read so far 3. make links between the book they are reading and other books they have read.

In a familiar book that they can already read accurately and fluently, the pupil can:

1. check it makes sense to them
2. answer questions and make some inferences on the basis of what is being said and done.