

YEAR 2	NATIONAL CURRICULUM EXPECTATIONS		
READING SKILL 1- DECODING	<ul style="list-style-type: none"> • 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 • 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 • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build up their fluency and confidence in word reading. • Checking that the text makes sense to them as they read and correcting inaccurate reading 		
STEPS TO SUCCESS			
EMERGING	WORKING WITHIN	WORKING AT GREATWER DEPT	
<ul style="list-style-type: none"> • Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks • Read on sight a range of high frequency words • Identify syllables in order to read polysyllabic words • Blend and segment long vowel phonemes • Notices when reading does not make sense • Reads ahead and self corrects • Recognises some common prefixes and regular verb endings 	<ul style="list-style-type: none"> • Recognise a range of prefixes and suffixes to construct the meanings of words in context • Read fluently with intonation, expression and regard for punctuation • Recognises the function of the apostrophe in common words; I'm can't don't etc. • Recognises and reads a range of consonant digraphs; kn, wr, phetc; 	<ul style="list-style-type: none"> • Read a range of fiction and non-fiction texts independently, using known strategies appropriately to establish meaning • Recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression • Recognise the full range of consonant digraphs • Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context • Begin to make use of context to work out the meanings of unfamiliar words 	

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

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

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