

Key Learning in Reading: Year 2

Word Reading	Comprehension
As above and: - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. - Re-read books to build up fluency and confidence in word reading. - Read frequently encountered words quickly and accurately without overt sounding and blending. - Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>. - Read longer and less familiar texts independently. - Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. - Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. - Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>. - Read further common exception words, noting tricky parts (see below).	As above and: Developing pleasure in reading and motivation to read - Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. - Orally retell a wider range of stories, fairy tales and traditional tales. - Sequence and discuss the main events in stories and recounts. - Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. - Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). - Learn and recite a range of poems using appropriate intonation. - Make personal reading choices and explain reasons for choices. Understanding books which they can read themselves and those which are read to them - Identify, discuss and collect favourite words and phrases. - Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. - Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. - Uses tone and intonation when reading aloud. - Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> - Check that texts make sense while reading and self-correct. - Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. - Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> - Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. - Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i> - Make predictions based on what has been read so far. - Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>. - Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Participating in discussion - Participate in discussion about what is read to them, taking turns and listening to what others say. - Make contributions in whole class and group discussion. - Consider other points of view. - Listen and respond to contributions from others.