



Reading Learning Ladders Year 2



Area of Study	Year 2
Word Reading (decoding)	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending
<p>Comprehension</p> <p>Comprehension Poetry</p> <p>Comprehension- Word meaning</p> <p>Comprehension- Understanding</p> <p>Comprehension - Inference</p> <p>Comprehension-Prediction</p> <p>Comprehension -Non-fiction</p> <p>Comprehension- Discussing reading</p>	<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 *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear *discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases *discussing the sequence of events in books and how items of information are related *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 *continue to build on the understanding of non-fiction and their particular structure. Begin to retrieve and record information. *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves