

YEAR 2 ENGLISH: READING: LETTERS AND SOUNDS	
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	
ENGLISH: READING: WORD READING	
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	
Develop a quicker pace of reading – approx. 90 words per minute	
ENGLISH: READING: BOOKS AND RANGE OF READING	
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.	
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	
ENGLISH: READING: VOCABULARY, LANGUAGE AND STRUCTURE	
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	
Recognising simple recurring literary language in stories and poetry	
ENGLISH: READING: POETRY, PLAYS AND PERFORMANCE	
Build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear	
ENGLISH: READING: UNDERSTANDING AND COMPREHENSION	
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	
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.so far	
ENGLISH: READING: INFERENCE, DEDUCTION AND PREDICTION	
Making inferences on the basis of what is being said and done	
Predicting what might happen on the basis of what has been read	
ENGLISH: READING: DISCUSSION AND VIEWPOINTS	
Discussing the sequence of events in books and how items of information are related answering and asking questions	
Make links between books they are reading and other books they have read	
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	
ENGLISH: READING: NON-FICTION BOOKS, SUMMARY AND RETRIEVAL	
Being introduced to non-fiction books that are structured in different ways	

BOLD Statements needed for Greater Depth

EME – EMERGING	WTS – WORKING TOWARDS	EXP - EXPECTED STANDARD	GD – GREATER DEPTH
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