



Comprehension	Reading Skills
<p><b>Building on Previous Year and throughout Year 2 focus on:</b></p> <ul style="list-style-type: none"> <li>•Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</li> <li>•Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays*</li> <li>•Understand many non-fiction books that are structured in different ways</li> <li>•Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>•Discuss their favourite words and phrases using some of them in their writing</li> <li>•Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher</li> <li>•Make some predictions of what might happen on the basis of what has been read so far</li> <li>•Answer and ask questions</li> <li>•Check the text makes sense to them and correct inaccurate reading</li> <li>•Explain what has happened so far in what they have listened to or read</li> <li>•Discuss the sequence of events in books and how many items of information are related</li> <li>•Recognise simple recurring literary language in stories and poetry and draw upon these for their writing</li> <li>•Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)</li> <li>•Discuss an increasing amount of word meanings in context, linking meanings to those already known</li> <li>•Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)</li> </ul> <p><small>*Three-week units contain either fairy stories, traditional tales, stories or plays</small></p>	<p><b>Building on Previous Year and throughout Year 2 focus on:</b></p> <ul style="list-style-type: none"> <li>•Building on phonics subject skills and knowledge</li> <li>•Connect prior knowledge with context</li> <li>•Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families</li> <li>•Locate and discuss words and pre taught vocabulary to find out what the text is about</li> <li>•Connect prior knowledge to context</li> <li>•Read sentences with increasing accuracy and fluency</li> <li>•Self-correction words</li> <li>•Read aloud with attention to punctuation, including full stops, question, exclamation and intonation</li> <li>•Self-correction, including re-reading and reading ahead</li> <li>•Look for specific information in texts using contents and glossaries</li> <li>•Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information</li> <li>•Re-reading sentences for clarity</li> <li>•Talk about book preferences</li> <li>•Identify how texts are organised, <i>e.g. lists, numbered points, tables and bullet points</i></li> </ul>
Word Reading*	Content Domains*
<p><b>Building on Previous Year and throughout Year 2 focus on:</b></p> <ul style="list-style-type: none"> <li>•continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>•read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>•read accurately words of two or more syllables that contain the same graphemes as above</li> <li>•read words containing common suffixes</li> <li>•read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>•read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>•read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>•reread these books to build up their fluency and confidence in word reading</li> </ul> <p><small>*Practitioners must incorporate these in all reading instruction lessons</small></p>	<p><b>1a</b> draw on knowledge of vocabulary to understand texts  <b>1b</b> identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information  <b>1c</b> identify and explain the sequence of events in texts  <b>1d</b> make inferences from the text  <b>1e</b> predict what might happen on the basis of what has been read so far</p> <p><small>*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.</small></p>
Reading Terminology for Pupils Across the Year	
<p><b>Building on Previous Year and throughout Year 2 focus on:</b>  grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</p>	