

Key Learning in Reading: Year Two

Word Recognition	Comprehension
<ul style="list-style-type: none"> • Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent • 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 words containing common suffixes e.g. – <i>ness, -ment, -ful, -ly</i> • Read further common exception words, noting tricky parts (see bottom) • Read frequently encountered words quickly and accurately without overt • sounding and blending • 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 • Uses tone and intonation when reading aloud • Read longer and less familiar texts independently 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry • Sequencing and discussing the main events in stories • Learning and reciting a range of poems using appropriate intonation • Retelling a wider range of stories, fairy tales and traditional tales • Read a range of non-fiction texts including information, explanations, instructions, recounts, reports • Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> • Identifying, discussing and collecting favourite words and phrases • Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far away...</i> • Make personal reading choices and explain reasons for choices <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Introducing and discussing key vocabulary within the context of a text • Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised • Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> • Checking that texts make sense while reading and self-correct • Making predictions using evidence from the text • Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling</i> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> • Making contributions in whole class and group discussion • Listening and responding to contributions from others • Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> • Considering other points of view

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	<p>Clearly explain their understanding of what they read themselves and what is read to them.</p> <ul style="list-style-type: none">• Demonstrating understanding of texts by asking and answering questions relating to <i>who</i>, <i>what</i>, <i>why</i>, <i>when</i> and <i>how</i>.
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