Year 2 Reading Objectives

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
1. Word Reading - Fluency																																		
2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent																																		
2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes																																		
2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above																																		
2.1.a.4 Read words containing common suffixes																																		
2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word																																		
2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered																																		
2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation																																		
2.1.a.8 Re-read these books to build up their fluency and confidence in word reading																																		
2.1.a.9 In Age Appropriate books: read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute																																		
2. Comprehension - (A) Range of Reading																																		
2.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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																																		
2. Comprehension - (B) Familiarity with Texts																																		
2.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales																																		
2.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry																																		
2. Comprehension - (C) Poetry and Performance																																		
2.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear																																		
2. Comprehension - (D) Word Meanings																																		
2.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary																																		
2. Comprehension - (E) Understanding																																		
2.2.e.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related																																		
2.2.e.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher																																		
2.2.e.3 Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading																																		
2. Comprehension - (F) Inference																																		

2.2.f.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done																														
2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions																														
2. Comprehension - (G) Prediction																														
2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far																														
2. Comprehension - (H) Authorial Intent																														
2.2.h.1 Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases																														
2. Comprehension - (I) Non Fiction																														
2.2.i.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways																														
2. Comprehension - (J) Discussing Reading																														
2.2.j.1 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																														
2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves																														
3. Greater Depth Statements (Intermin Assessment Framework) Above 110 scaled score																														
2.3.1 Enhance meaning through expression and intonation																														
2.3.2 Identify and comment on main characters in stories and the way they relate to one another																														
2.3.3 Self-correct, look backwards and forwards in the text and search for meaning																														
2.3.4 Comment on the way characters relate to one another																														
2.3.5 Show understanding of the main points of the text and re-tell the story																														
2.3.6 Make sensible predictions about what is likely to happen in the story and to different characters																														
2.3.7 Know how suspense and humour is built up in a story, including the development of the plot																														
2.3.8 Recognise similarities in the plot or characters within different stories																														
2.3.9 Read poetry, using intonation and expression, and handle humour appropriately when needed																														
2.3.10 Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary																														

2) Comprehension Note for references to 'age-appropriate' texts: The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.																															