



Year 2 Reading: End of Summer



Termly Non-Negotiables

Word Reading

I can accurately read a **gold/white** banded book with greater **fluency** and confidence.

I can read out loud, using my phonics to help me sound out new words, without pausing for too long.

I can re-read some books to improve my 'speedy reading' and become more confident.

I can read words I meet all the time quickly and smoothly, without needing to use my phonics.

I can read longer and new texts by myself.

I can automatically read words of two or more **syllables**, knowing that some graphemes can make different sounds.

I can read words with the **suffix, -ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est and -y** in my reading.

I can read and understand ALL of the Year 2 Common Exception Words.

Developing pleasure in reading and motivation to read

I can talk about what happens in a story and put the different parts in order, using words like **First of all..., Moments later..., After a while..., Finally...**

I can use my own story map to retell a story to different audiences.

I can spot key words or phrases that are used over and over again in stories and poem.

I can learn by heart and retell a number of poems, using my voice for **expression**.

I can show I am enthusiastic about particular books or authors, choosing to read them in my own time.

Understanding books which they can read themselves and those which are read to them

I can choose and talk about my favourite words and phrases from texts and organise them into different lists according to word class *e.g. nouns, verbs, adjectives and adverbs*

I can spot new **vocabulary** and link the meaning to words that I already know.

I can link words together that have the same **root** word.

I can use **punctuation** to help me change my voice when reading out loud *e.g. pausing at full-stops, changing voice in response to an exclamation mark and question mark*

I can think about, ask and write down **questions** about a subject/topic, and record my answers as I find them.

I can detect when a text does not make sense as I am reading and can correct it myself.

I can ask and answer **who, what, where, when, why and how questions** in discussion and in writing, to show that I understand fiction and non-fiction texts.

I can discuss my understanding of a text, offer explanations, give opinions and support with reasons.

I can use role play and drama to develop and show my understanding of **characters** and **events** in a story, using some of the key words and phrases from the text.

I will be able to use clues from particular sections of the text to work out more information about the characters and events.

I can say what I think might happen **next** and **why**, based on what has happened so far.

I can find answers to particular questions from a number of non-fiction texts, using the contents page, index, labelled diagrams and charts.

Participating in Discussion

I can make detailed comments in discussions about lots of different text types.

I can join in group discussions about reading, listen to comments from others and put forward my own.

Key Summer Focus:

To read with fluency inc. speed, stamina and self-correction.

To answer comprehension questions about a longer piece of text, which includes inference.