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| **Word reading** | **Comprehension** |
| **Decoding** | **By the end of Y2** | **Reading for Pleasure** |  **Inference, Prediction, Clarifying, Questioning Summarising** | **Language for effect** | **Themes and conventions** |
| Read age-appropriate books:-sounding out unfamiliar words- beginning to self-correctRead accurately, automatically and without undue hesitation including:• Words of 2 or more syllables• Words containing common suffixes• Most common exception wordsRead most words quickly and accurately without blending out loud, e.g over 90 words per minute.Begin to read silently with understanding. | Book Bands: Turquoise/Purple- Y2 developing  Gold/White- Y2 secureLime- Y2 GDSWPM:90- EXS118- GDS | Read independently, demonstrating increasing stamina.Show developing preferences through book choice. | Infer - Make inferences from texts that they read themselves, on the basis of - what’s being said and done - cause and effect drawing on what they already know or on background information or vocabulary (provided by the teacher). | Identify simple literary language in stories and poetry. Discuss favourite words and phrases and their impact on the meaning. | Identify key aspects of texts, e.g. fiction: characters, setting, plot.Non-fiction: titles/headings, contents, index, glossary.With support, justify personal response to texts. |
| Predict what might happen on the basis of what has been read so far. |
| Clarify - Discuss and clarify the meaning of words to understand texts further. In familiar books, check that it makes sense. |
| Question - Ask and answer questions about texts. |
| Summarise - Identify and explain the sequence of events in texts. |