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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-correct  Read accurately, automatically and without undue hesitation including:  • Words of 2 or  more syllables  • Words  containing  common suffixes  • Most common  exception words  Read 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 secure  Lime- Y2 GDS  WPM:90- EXS  118- 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. |