Year 2 – Reading – Year Group Mastery Objectives

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| Year 2 | | | Reading objectives show progression within the Whole School Progression Maps.  Objectives are covered throughout the year and in many different contexts.  Objectives are assessed termly | | | | | |
| Ongoing reading obejctives | | | | | | | | |
| Ongoing reading objectives | Apply phonic knowledge to decode unknown words,  Begin to decode automatically and read fluently,  Recognise alternative sounds for graphemes,  Read Year 2 common exception words on sight, noting unusual correspondence between spelling and sound.  Read most words quickly and accurately without overt sounding and blending. | | | | | | | |
| Mastery Objectives | | | | | | | | |
| Terms  Cycle A | | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Guided Reading Texts | | After the fall  Little Beauty  How to hide a lion | | Vlad and the Florence Nightingale Adventures  The bog baby  Meerkat Christmas | The lost wolf  The ugly five  On the way home | The twits  The great dragon rescue  Vlad and the space race | The giraffe, the pelly and me  Stubby  Avocado Baby | The slightly annoying elephant  The tear thief  Prince Cinders |
| Ideal Book Band for expected reader | | 7 | | 8 | 9 | 10 | 11 | 12 |
| Core Text | | The Hodgeheg | | Mr Penguin: The Lost Treasure | Willow Wildthing and the Swamp Monster | Ellie and the cat | The Abominables | Llama out loud |
| Terms  Cycle B | |  | |  |  |  |  |  |
| Guided Reading Texts | | Here we are  Vlad and the Great Fire of London  Prince Cinders | | Amelia Earhart  The way home for wolf  The Polar Express | Castles  Dragon Poems  Leon and the place between | The seeds of friendship  The smeds and the smoos  Sully the seahorse | Monty the Manatee  How to hide a Lion at school  The fairy who sings | The most important animal of all  Supertato (books are rubbish)  Meerkat Mail |
| Core Text | | Fantastic Mr Fox | | Pumpkin Soup  Emily Brown and the Thing | Traction Man  Dr Xargle’s book of Earthlet’s | The Owl who was afraid of the dark | Flat Stanley | The Sheep Pig |
| Word Reading | The pupil can: | | | | | | | |
|  | read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes | | | | | | |
|  | accurately read most words of two or more syllables | | | | | | |
|  | read most words containing common suffixes | | | | | | |
|  | read most Y1 and Y2 common exception words | | | | | | |
| In age-appropriate books, the pupil can: | | | | | | | |
|  | read most words accurately without overt sounding and blendin | | | | | | |
|  | read with sufficient fluency to allow them to focus on their understanding rather than decoding individual words | | | | | | |
|  | sound out most unfamiliar words accurately, without undue hesitation | | | | | | |
|  | re-read these books to build up their fluency and confidence | | | | | | |
| Comprehension | The pupil can demonstrate an understanding of both books that they can already read accurately and fluently and those that they listen to. They can listen to, discuss and express 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. In a book that they can already read fluently, the pupil can: | | | | | | | |
| Sequencing | discuss the sequence of events in books and how items of information are related | | | | | | |
| Clarifying | check it makes sense to them, correcting any inaccurate reading  answer questionsand retell a range of stories, fairy stories and traditional tales  explain what has happened so far in what they have read | | | | | | |
| Vocabulary | discuss and clarify the meaning of words to understand texts further | | | | | | |
| Features | becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales and non-fiction books that are structured in different ways | | | | | | |
| Inference | make **some** inferences from texts that they read themselves, on the basis of what’s being said and done or cause and effect | | | | | | |
| Prediction | predict what might happen on the basis of what has been read so far | | | | | | |
| Links | make links between the book they are reading and other books they have heard | | | | | | |
| Fluency | When reading an age-appropriate text, the pupil can re-read a text to: | | | | | | | |
| Expression | mostly use expression by sometimes varying intonation, volume and tone to match meaning showing confidence but inconsistently - is generally natural sounding/easy to understand | | | | | | |
| Automatic word recognition | read most words automatically and effortlessly, using a mixture of conversational and slow reading  (number of words read per minute meets expectations) | | | | | | |
| Rhythm and Phrasing | read with some choppiness, but is generally able to go phrase by phrase, paying attention to intonation and pausing at punctuation consistently and accurately | | | | | | |
| Smoothness | read most words accurately with occasional breaks from smoothness with hesitation and has a few difficulties with specific words without impeding the flow | | | | | | |

A table with numbers and numbers

Description automatically generated with medium confidence