



Comprehension	Reading Skills
Building on Previous Year and throughout Year 2 focus on: •Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently •Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays* •Understand many non-fiction books that are structured in different ways •Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear •Discuss their favourite words and phrases using some of them in their writing •Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher •Make some predictions of what might happen on the basis of what has been read so far •Answer and ask questions •Check the text makes sense to them and correct inaccurate reading •Explain what has happened so far in what they have listened to or read •Discuss the sequence of events in books and how many items of information are related •Recognise simple recurring literary language in stories and poetry and draw upon these for their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) •Discuss an increasing amount of word meanings in context, linking meanings to those already known •Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)	Building on Previous Year and throughout Year 2 focus on: •Building on phonics subject skills and knowledge •Connect prior knowledge with context •Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families •Locate and discuss words and pre taught vocabulary to find out what the text is about •Connect prior knowledge to context •Read sentences with increasing accuracy and fluency •Self-correction words •Read aloud with attention to punctuation, including full stops, question, exclamation and intonation •Self-correction, including re-reading and reading ahead •Look for specific information in texts using contents and glossaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Re-reading sentences for clarity •Talk about book preferences •Identify how texts are organised, <i>e.g. lists, numbered points, tables and bullet points</i>
Word Reading*	Content Domains*
Building on Previous Year and throughout Year 2 focus on: •continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent •read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes •read accurately words of two or more syllables that contain the same graphemes as above •read words containing common suffixes •read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered •read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation •reread these books to build up their fluency and confidence in word reading *Practitioners must incorporate these in all reading instruction lessons	1a draw on knowledge of vocabulary to understand texts 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far *Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.
Reading Terminology for Pupils Across the Year	
Building on Previous Year and throughout Year 2 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question	