

Key Learning in Reading: Year 2

Word Reading	Comprehension
<p>As above and: Letters and Sounds Phase 6.</p> <ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▪ <u>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</u> ▪ <u>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i></u> ▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i> ▪ Read further common exception words, noting tricky parts (see bottom). ▪ <u>Read frequently encountered words quickly and accurately without overt sounding and blending.</u> ▪ <u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u> ▪ Re-read these books to build up their fluency and confidence in word reading. ▪ Uses tone and intonation when reading aloud. ▪ Read longer and less familiar texts independently. 	<p>As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry. ▪ <u>Sequencing and discussing the main events in stories.</u> ▪ Learning and reciting a range of poems using appropriate intonation. ▪ Retelling a wider range of stories, fairy tales and traditional tales. ▪ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports. ▪ Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> ▪ Identifying, discussing and collecting favourite words and phrases. ▪ Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can</i> and across texts e.g. <i>long, long ago in a land far away...</i> ▪ Make personal reading choices and explain reasons for choices. <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ▪ Introducing and discussing key vocabulary within the context of a text. ▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> ▪ Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> ▪ <u>Checking that texts make sense while reading and self-correct.</u> ▪ <u>Making predictions using evidence from the text.</u> ▪ <u>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></u> <p>Participating in discussion about what is read to them, taking turns and listening to what others say:</p> <ul style="list-style-type: none"> ▪ Making contributions in whole class and group discussion. ▪ Listening and responding to contributions from others. ▪ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i> ▪ Considering other points of view. <p>Explaining clearly their understanding of what they read themselves and what is read to them:</p> <ul style="list-style-type: none"> ▪ <u>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</u>