



**Reading**

**Year 2**

## Year 2 – Reading

Where statements refer to reading texts, these should be an appropriate difficulty for year 2

<b>R</b>	<b>Assessed</b>	<b>Examples</b>
	<b><u>Word Reading</u></b>	
1	Continue to apply and embed phonic knowledge so decoding is more automatic and fluent	
2	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes	ea – 'ee' sound ow – could be 'ow' or 'oh'
3	Read accurately words of two or more syllables, especially recognising alternative sounds for graphemes	lunchbox, desktop,
4	Read words containing common suffixes	-less, -ful, -ish, -ly, -ness
5	Read further common exception words noting parts of the word that are not decidable	Because, behind, mild, most, every
6	Read most familiar words quickly and accurately without overt blending	cat, dog, mum, hot,
7	Read aloud accurately books at the right level for their phonic knowledge, sounding out unfamiliar words automatically and with little hesitation	
8	Re-read books at this level to build up fluency and confidence in word reading	
	<b><u>Comprehension</u></b>	
9	Listen with enjoyment to, talk about and express views on a wide range of poetry, stories and non-fiction at a higher reading level than their own	
10	Talk about the sequence of events in a book and how items of information are related	
11	Become more familiar with and retell a wider range of stories, fairy stories and traditional tales	
12	Read non-fiction books that are structured in different ways	
13	Recognise simple recurring literary language in stories and poetry	
14	Talk about their favourite words and phrases from reading	
15	Continue to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation	
16	Draw on what they already know, as well as background knowledge or vocabulary provided by the teacher to help understand a text	

17	Check the text makes sense and correct mistakes when reading	
18	Make inferences based on what is happening based on illustrations, text, events and characters.	
19	Answer and ask questions on texts read or listened to	
20	Predict what might happen based on what has been read so far	
21	Join in talking about books and poems that have been read to them and that they have read, taking turns and listening to others	
22	Explain clearly and talk about their understanding of books and poems that have been read to them and that they have read	

### Questions to ask Year 2 pupils after and during reading.

#### Easier

- What is the name of (the dog)?
- What does the word (large) mean?
- What did (Fred's dad) say?
- Where does the character live?
- Who are the key characters in the book?
- What happened in the story?
- Find another word which means (sad.)
- What is the title of the text?
- Name one thing (Sid) liked to do.
- Who is the author of the text?
- What kind of things would you expect to see in this book?
- What does the blurb say about the book?
- Is this sentence a **statement**, **command**, **question** or **exclamation**?

**Statement** – sentences which tell you something and end with a full stop.

**Command** – sentences which tell you to **do** something.

**Question** – sentences which **ask** you something and end with a **question mark**.

**Exclamation** – sentences which are said with **anger, amusement, shock or urgency** and end with an **exclamation mark**.

#### Harder

- Why are these words in bold?
- When would you use the contents page in the book?
- What does the word (apoplectic) mean?
- Who would you most like to meet from the story? Why?
- What three things did (Tod) do that made (his brother angry)?
- Find other synonyms for (sad).
- What do you think would happen next if the story carried on past the ending of the book?
- Predict what you think is going to happen next. Why do you think this?
- Is this a place you would like to visit? Why?
- Find sentences which are **statements**, **commands**, **questions** or **exclamations**.

**Statement** – sentences which tell you something and end with a full stop.

**Command** – sentences which tell you to **do** something.

**Question** – sentences which **ask** you something and end with a **question mark**.

**Exclamation** – sentences which are said with **anger, amusement, shock or urgency** and end with an **exclamation mark**.