

## End of Year 2 National Reading Expectations

| <b>Reading</b>   |
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| <b>Word Reading</b>  |
| 1. I can continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.   |
| 2. I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.                            |
| 3. I can read accurately words of two or more syllables that contain the same graphemes as above.  |
| 4. I can read words containing common suffixes.  |
| 5. I can read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word.   |
| 6. I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.  |
| 7. I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.                      |
| 8. I can re-read these books to build up my fluency and confidence in word reading.  |
| <b>Comprehension</b>   |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by:  |
| 9. I 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 I can read independently. |
| 10. I can discuss the sequence of events in books and how items of information are related.  |
| 11. I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.  |
| 12. I am being introduced to non-fiction books that are structured in different ways.  |
| 13. I can recognise simple recurring literary language in stories and poetry.  |
| 14. I can discuss and clarify the meanings of words, linking new meanings to known vocabulary; discussing my favourite words and phrases.  |
| 15. I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.                    |
| Understand both the books they can already read accurately and fluently and those they listen to by:   |
| 16. Drawing on what I already know or on background information and vocabulary provided by the teacher.  |
| 17. Checking that the text makes sense to me as I read and correcting inaccurate reading.  |
| 18. Making inferences on the basis of what is being said and done.   |
| 19. Answering and asking questions.  |
| 20. Predicting what might happen on the basis of what has been read so far.  |
| 21. Participating in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.            |
| 22. Explaining and discussing my understanding of books, poems and other material, both those that I listen to and those that I read for myself.                                       |