

## Reading Curriculum Y2 Expectations

By the end of **KS1** the children should be able to:

- Discuss events.
- **Predict** events.
- Link reading to **own experiences** and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- **Infer** what characters are like from actions.
- **Ask and answer questions** about texts.
- Discuss **favourite words and phrases**.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- **Explain and discuss** understanding of texts.
- **Discuss the significance** of the title and events.
- **Make inferences** on the basis of what is being said and done.



## Vocabulary Building Y2

### Spoken Word

#### Words containing taught phonics and spelling rules

badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust, race, ice, cell, city, fancy, knock, know, knee, gnat, gnaw, write, written, wrote, wrong, wrap, table, apple, bottle, little, middle, camel, tunnel, squirrel, travel, towel, tinsel, metal, pedal, capital, hospital, animal, pencil, fossil, nostril, cry, fly, dry, try, reply, July, flies, tries, replies, copies, babies, carries, copied, copier, happier, happiest, cried, replied, copying, crying, replying, hiking, hiked, hiker, nicer, nicest, shiny, patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny, all, ball, call, walk, talk, always, other, mother, brother, nothing, Monday, key, donkey, monkey, chimney, valley, want, watch, wander, quantity, squash, word, work, worm, world, worth, war, warm, towards, television, treasure, usual, television, treasure, usual

#### Words containing suffixes, contractions, the possessive apostrophe and words ending in '-tion'

enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily, can't, didn't, hasn't, couldn't, it's, I'll, Megan's, Ravi's, the girl's, the child's, the man's, station, fiction, motion, national, section

#### Homophones and near homophones

there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

#### Common exception words

door, floor, poor, because, find, kind, mind, behind, child, pupils, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass

#### Key Objectives

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

## Word Reading Y2

| Y2 Below (Refer to Y1)   | Y2 Expected  | Y2 Greater Depth   |
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| <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions, and understand that the apostrophe represents the omitted letter(s)               <ul style="list-style-type: none"> <li>• read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul> </li> <li>• reread these books to build up their fluency and confidence in word reading.</li> </ul> <p>Have achieved up to Phase 5 Phonics</p> | <ul style="list-style-type: none"> <li>• Are working at Phase 6 Phonics</li> <li>• Read aloud books that are closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation               <ul style="list-style-type: none"> <li>• Re-read books to build up fluency and confidence in word reading Read frequently encountered words quickly and accurately without overt sounding and blending</li> </ul> </li> <li>• Read accurately by blending the sounds in words, especially recognizing alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain alternative sounds for graphemes e.g. shoulder, roundabout, grouping.</li> <li>• Read longer and less familiar texts independently</li> <li>• Apply phonic knowledge to read until automatic decoding has become imbedded and word reading is fluent.</li> <li>• Work out unfamiliar words by focusing on all the letters in the word e.g. not reading place for palace.</li> <li>• Read words containing common suffixes: ness, -ment, -ful, -less, -ly, -ing, -ed, -est, -y</li> <li>• Read further common exception words noting the tricky parts.</li> </ul> | <ul style="list-style-type: none"> <li>• Use phonic knowledge and skills to read automatically and with fluency</li> <li>• Confidently and independently read words with common suffixes.</li> <li>• Automatically read a wide range of common exception words</li> <li>• Use segmenting and blending only occasionally, when required for new words.</li> </ul> |

## Comprehension Y2

|                        | Y2 Below (Refer to Y1)   | Y2 Expected   | Y2 Greater Depth  |
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| Range of Reading       | <ul style="list-style-type: none"> <li>listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>                                   | <ul style="list-style-type: none"> <li>Listen to and discuss a wider range of stories, poems, contemporary and classical and non-fiction texts</li> <li>Read a range of non-fiction texts which are structured in different ways including: instructional texts, explanations, information texts, reports, recounts</li> </ul>  | <ul style="list-style-type: none"> <li>Read a range of books for different reasons: enjoyment, research, explanation, skills development and reference.</li> </ul>  |
| Familiarity with Texts | <ul style="list-style-type: none"> <li>become very familiar with key stories, fairy stories and traditional tales, and consider their particular characteristics</li> <li>recognise and join in with predictable phrases</li> <li>learn to appreciate rhymes and poems, and to recite some by heart</li> </ul> | <ul style="list-style-type: none"> <li>Sequence and discuss the main events in stories and recounts</li> <li>Orally retell a wider range of stories and traditional tales</li> <li>Learn and recite poems using appropriate intonation.</li> <li>Locate specific information in a non-fiction text using the contents page, index, labelled diagrams and charts.</li> <li>Identify how specific information is presented in a non-fiction text: sub-headings, contents, bullet points, glossary, diagrams.</li> </ul> | <ul style="list-style-type: none"> <li>Record information from a range of non-fiction books</li> <li>Quickly appraise a non-fiction text and evaluate its usefulness</li> <li>Evaluate how specific information is organised in a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.</li> </ul>               |
| Summarising            | <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with and retelling stories in their own words</li> </ul>   | <ul style="list-style-type: none"> <li>Children can arrange events in a book they have read or been read to them in the appropriate sequence.</li> <li>They can discuss cause and effect of the events and information in the book.</li> </ul>  | <ul style="list-style-type: none"> <li>Sequence, discuss and summarise the main events in stories.</li> <li>Discuss the main idea in a paragraph</li> </ul>   |
| Monitoring Meaning     | <ul style="list-style-type: none"> <li>discuss word meanings, linking new meanings to those already known</li> <li>check that the text makes sense while reading and self-correct</li> </ul>   | <ul style="list-style-type: none"> <li>Children can realise when a sentence does not make sense.</li> <li>They can use 'sounding out', picture clues and rereading for context clues to correct their reading.</li> <li>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised</li> </ul>   | <ul style="list-style-type: none"> <li>They can use a variety of strategies to correct their reading and are beginning to adapt their pace of reading to allow for this.</li> <li>They can explain the meaning of some words from their context.</li> <li>Use dictionaries to check the meaning of words they don't understand</li> </ul> |

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| Understanding and Questioning | <ul style="list-style-type: none"> <li>• draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• identify and discuss the main events in the stories</li> <li>• Identify and discuss the main characters in the stories</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate understanding of fiction and non-fiction texts by asking and answering: who, what, when, where, why and how questions.</li> <li>• Activate prior learning and knowledge by asking: What do we know? What do we want to know? What have we learned?</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify and discuss themes: good, evil, weak, strong, wise, foolish, mean, generous, rich and poor.</li> <li>• Discuss their understanding of the text.</li> <li>• They can ask questions before, during and after reading.</li> </ul>   |
| Making Connections Inference  | <ul style="list-style-type: none"> <li>• discuss the significance of the title and events</li> <li>• make simple inferences on the basis of what is being said and done in the text</li> </ul>   | <ul style="list-style-type: none"> <li>• Children can use their own experience to explain and show understanding of what is being said or done.</li> <li>• They are beginning to use their knowledge of other stories to understand what is being said or done.</li> <li>• They can discuss which words in the text explain the behaviour of the characters.</li> <li>• Recognise the use of repetitive language across a range of texts and poems: Once upon a time, Run, run as fast as you can...etc</li> </ul> | <ul style="list-style-type: none"> <li>• Children can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• They are beginning to be able to use words and pictures in the text as evidence for their inferences.</li> </ul> |
| Prediction                    | <ul style="list-style-type: none"> <li>• predict what might happen on the basis of what has been read so far</li> </ul>  | <ul style="list-style-type: none"> <li>• Make predictions based on an understanding of how texts work</li> <li>• Children are able to make predictions before reading or being read to from the title or/and cover of a book.</li> <li>• They can make predictions during reading at a preselected point and explain why.</li> <li>• They can use pictures and are beginning to use text as evidence for their predictions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Children are beginning to be able to make predictions before and during reading independently in fiction.</li> </ul>  |
| Authorial Intent              | <ul style="list-style-type: none"> <li>• recall specific information from nonfiction books</li> </ul>  | <ul style="list-style-type: none"> <li>• Explain their understanding by giving opinions about a text with supporting reasons: I know that Hansel was clever because he put the stones in his pocket...</li> </ul>  | <ul style="list-style-type: none"> <li>• Children can discuss words and phrases that capture the reader's interest and imagination</li> </ul>  |
| Visualising                   | <ul style="list-style-type: none"> <li>• Understand both the books they can already read accurately and fluently and those they listen to through visualising what is being said and done.</li> </ul>  | <ul style="list-style-type: none"> <li>• Children can draw their visualisation of a section of text and begin to discuss the words/ phrases from the text that inspired it.</li> </ul>   | <ul style="list-style-type: none"> <li>• Children can draw their visualisation of a section of text and can identify and discuss the words/ phrases from the text that inspired it.</li> </ul>   |

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| <p>Discussing<br/>Reading</p> | <ul style="list-style-type: none"> <li>• Listen to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul> | <ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Make contributions to whole class discussions</li> <li>• Consider the points of view of others</li> <li>• Listen to and respond to contributions from others</li> </ul> | <ul style="list-style-type: none"> <li>• To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>• Develop and agree the rules for an effective discussion</li> </ul> |
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