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| YEAR TWO | |
| Decoding | \*Continue to apply phonic knowledge and skills to decode words until automatic decoding becoming embedded and reading is fluent.  \*Read most words of two or more syllables.  \*To read most words containing common suffixes.  \*Read exception words noting unusual correspondences between spelling and sounds and where these occur within a word.  \*Read most words quickly and accurately without overt sounding and blending.  \*To read aloud books that have been closely matched to their improving phonic knowledge sounding out unfamiliar words accurately and without undue hesitation.  \*To re read books to build confidence in reading.  \*To read words accurately and fluently without overt sounding out and blending eg, at over 90 words per minute. In age appropriate texts. |
| Range of Reading | \*Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non fiction at a level beyond which they can read independently.   |  | | --- | |  | |
| Familiarity of Texts | \*Becoming increasingly familiar with and retelling a wider range of stories, fairy tales and traditional tales.  \*Recognising simple recurring literacy language in stories and poetry. |
| Poetry and Performance | \*To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. |
| Word Meaning | \*Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  \*Discussing favourite words and phrases. |
| Understanding | \*Discussing the sequence of events in books and how items of information are related.  \*To show understanding drawing on what they already know or on background information and vocabulary provided by the teacher.  \*Checking that the text makes sense to them as they read and self correcting where necessary.  \*To make links between the text they are reading and other texts they have read (in texts that they can read independently). |
| Inference | \*Make inferences on the basis of what has been said and done. |
| Prediction | \* Predict what might happen on the basis of what has happened so far. |
| Authorial Intent |  |
| Non Fiction | \*Being introduced to non fiction books that are structured in different ways |
| Discussing Reading | \*To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.  \* Ask and answer questions about a text. |