Year 2 Reading Curriculum Statements

Autumn	Spring	Summer
Poetry **Word meaning** **Fact retrieval** **Inference** Prediction	**Poetry** **Word meaning** **Fact retrieval** **Inference** Prediction Sequencing	**Poetry** **Word meaning** **Fact retrieval** **Inference** Prediction Sequencing

I can use the sounds I know to decode words automatically and my reading is fluent.
I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.
I can read words of two or more syllables that contain sounds I have been taught.
I can read words containing common suffixes.
I can read further common exception words and see where the sounds do not match the spelling.
I can read most words quickly and accurately without needing to sound and blend words I have seen before.
I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.
I can re-read books, sounding out new words correctly to improve my speed and confidence.
I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.
I can enjoy reading and discussing the order of events in books and how items of information are related.
I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.
I can enjoy reading by recognising repeated themes and ideas in stories and poems.
I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.
I can talk about my favourite words and phrases.
I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.
I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.
I can spot if a word has been read wrongly by following the sense of the text.
I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.
I can ask and answer simple questions about the books or stories I am reading.
I can say what might happen next in a story based on what has happened so far.
Reading Assessment Framework (EXP)
To read accurately most words of two or more syllables.
To read most words containing common suffixes.
To read most common exception words.

To read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
To sound out most unfamiliar words accurately, without undue hesitation.
To check reading makes sense to them, correcting any inaccurate reading.
To answer questions and make some inferences.
To explain what has happened so far in what they have read.

Essential Skills for the Big Three

Word Meaning	Fact Retrieval	Inference
- Share meanings of words with which they are familiar. They can give some examples of the word being used in a sentence. - Introduce the word, 'definition' when appropriate. - Recognise when they are unsure of the meaning of a word. Learn to stop and attempt to understand the meaning of the unfamiliar word. - Speculate about the meaning of new words that they encounter, making links between these and words for which they already know the meaning. - Spot when a word has been read incorrectly because it does not make sense in the text.	- Talk about the title and events in books they have read or heard. - Enjoy reading key stories, fairy stories and traditional tales because they know them well and can retell them. - Use information given by the teacher or from what I have read to understand a text. - Order information/events from a text I have read or had read to me. - Ask and answer simple questions about my book, showing an understanding.	- Make connections with their own experiences and things that they read or hear in stories. - Make very simple inferences about what a character might be doing or feeling from a picture. - Make simple inferences about what a character might be feeling in a story based on what they do or say.

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