

## Key Learning in Reading: Year 2

Word Reading	Comprehension
<p>As above and: Letters and Sounds Phase 6.</p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li><u>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</u></li> <li><u>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</u></li> <li>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>.</li> <li>Read further common exception words, noting tricky parts (see bottom).</li> <li><u>Read frequently encountered words quickly and accurately without overt sounding and blending.</u></li> <li><u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u></li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> <li>Uses tone and intonation when reading aloud.</li> <li>Read longer and less familiar texts independently.</li> </ul>	<p>As above and: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.</li> <li><u>Sequencing and discussing the main events in stories.</u></li> <li>Learning and reciting a range of poems using appropriate intonation.</li> <li>Retelling a wider range of stories, fairy tales and traditional tales.</li> <li>Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.</li> <li>Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>Identifying, discussing and collecting favourite words and phrases.</li> <li>Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far away...</i></li> <li>Make personal reading choices and explain reasons for choices.</li> </ul> <p>Understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>Introducing and discussing key vocabulary within the context of a text.</li> <li>Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</li> <li>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> <li><u>Checking that texts make sense while reading and self-correct.</u></li> <li><u>Making predictions using evidence from the text.</u></li> <li><u>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></u></li> </ul> <p>Participating in discussion about what is read to them, taking turns and listening to what others say:</p> <ul style="list-style-type: none"> <li>Making contributions in whole class and group discussion.</li> <li>Listening and responding to contributions from others.</li> <li>Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i></li> <li>Considering other points of view.</li> </ul> <p>Explaining clearly their understanding of what they read themselves and what is read to them:</p> <ul style="list-style-type: none"> <li><u>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</u></li> </ul>