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| **Reading Comprehension Year 2** | | | | | | | | |
| **NON-NEGOTIABLE** | • Secure with year group phonic expectations.  • Recognise simple recurring literary language.  • Read ahead to help with fluency and expression.  • Comment on plot, setting & characters in familiar & unfamiliar stories.  • Recount main themes and events.  • Comment on structure of the text. | | | | • Use commas, question marks and exclamation marks to vary expression.  • Read aloud with expression and intonation.  • Recognise: commas in lists, apostrophe of omission and possession (singular noun)  • Identify past/present tense and why the writer has used a tense.  • Use content and index to locate information. | | | |
| **AF** | ***Word Reading*** | ***Locate, retrieve and elaborate on information*** | ***Use inference and deduction to make***  ***interpretations*** | ***Understand structure, organisation and presentation*** | | ***Understand language, technique and style*** | ***Understand themes and conventions in texts*** | ***Compare, contrast and evaluate texts*** |
|  | **Range of competencies and contexts:** Children will secure accurate and speedy word reading skills and will consolidate their skills by reading and re-reading books that are matched closely to their level of word reading knowledge. They will retell some familiar stories that have been read to and discussed with them. They will 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 they can read independently. They will continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. | | | | | | | |
| **Developing Towards** | Read silently or quietly at a more rapid pace, taking notice of punctuation and using it to keep track of longer sentences    Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent    Tackle unfamiliar words by blending long vowel phonemes, recognising and using them in longer and more complex words | Recall the main events or  facts of a text with growing  independence    Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end)    Locate pages/sections of interest (e.g. favourite characters, events or pictures). | Use an understanding of a variety of fiction and nonfiction to predict content, layout and story  development    Comment more fully on characters or ideas in texts, making links where appropriate to own experience, in response to teacher’s questioning | Begin to identify and discuss the way texts are organised in a wider variety of genre (e.g. headings, chapters, or different non-fiction text formats)    Use alphabetically ordered texts such as indexes, glossaries and dictionaries | | With the help of the teacher, notice literary effects used by fiction writers and the formal language of different types of non-fiction |  | identifies and  comments on similar stories by the same author |
| **End of Year Expectations** | Read silently or quietly at a fluent pace, taking notice of punctuation and using it to keep track of longer and more  complex sentences    Read accurately by blending the  sounds in words that contain the common graphemes and alternative sounds for  graphemes    Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)    Read a wider range of exception words (e.g. English Curriculum  Appendix 1)    Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered    Read words containing common suffixes (e.g. English Curriculum  Appendix 1)    Check that the text makes sense to them as they read and correcting inaccurate reading | Become increasingly familiar with and able to retell a wider range of stories, fairy  stories and traditional tales    Discuss and clarify the meanings of words, linking new meanings to known  vocabulary    Locate key vocabulary and specific information in fiction text to find answers to simple questions    Locate and interpret information in non-fiction, making full use of non-fiction layout    Demonstrate understanding by sequencing events in books    Show how items of information are related  In non-fiction texts | Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading  similar books      Make inferences on the basis of what is being said  and done    Answer and ask questions | Identify and discuss the format and text layout of fiction and poetry      Become familiar with non-fiction books that are structured in  different ways | | Recognise simple recurring literary language in stories and poetry    Identify words and phrases chosen for effect on the  reader    Discuss their favourite words  and phrases | Begin to understand the purpose of different nonfiction texts (e.g. to tell you about…or to  show you how…)    Identify an event or idea in a text and express how it makes the reader feel | Show some awareness of texts being set in different times and places |
| **Surpassing** | Notice the spelling of unfamiliar words and relate to known words    Show increased awareness of  vocabulary and precise meaning    Sustain silent reading to include longer, more varied and complex texts | Use contents and index to help retrieve information    Use text more fully as a reference and as a model when answering literal  retrieval questions    Search for and find information in texts more flexibly and summarise key points in response to questions | Offer and discuss interpretations of text, including inferences about thoughts, feelings and reasons for actions    Respond, when  questioned with different possible scenarios for  events and actions    Make simple predictions using experience of  reading similar books    Use own experience and vocabulary provided by the teacher to add detail to the understanding of a  range of texts    Use a range of clues from a text to express simple opinions | Discuss similarities and differences in the structure and organisation of texts    Understand that chapters can signal episodes in stories | | Identify the effects of different words and phrases (e.g. to create humour, images and  atmosphere    Understand how vocabulary is linked to the purpose of the text (e.g.  imperative verbs, technical  vocabulary) | Identify simple morals an author is conveying in a  story or poem    Identify when more than one point of view can be expressed within a text | Express reasoned preferences  between  texts    Evaluate specific texts with reference to  text types    Make simple connections between books by the  same author |