

# Year 2 Reading Curriculum Objectives

## Reading – Year 2

### Word Reading

**Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.**

Blend sounds to read words.

**Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.**

Blend sounds to read words.

**Read accurately words of two or more syllables that contain the same graphemes as above.**

Blend sounds to read words.

Identify words of two or more syllables through reading.

Show understanding of how using knowledge of syllables can support word reading, through a range of activities ,e.g.:

locating a word with two / three syllables;

clapping the syllables in the word;

orally play games with words of two or more syllables.

Read words of two or more syllables, including:

splitting words into syllable chunks (identify syllable boundary) to aid reading, e.g., using masking cards;

reading each syllable separately before combining syllables to read a word.

**Read words containing common suffixes.**

Find words containing the suffix being focused on, when reading.

Identify root words and suffixes.

Use words within a sentence to apply understanding.

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. (Spelling, Year 2)

Formation of nouns using suffixes such as –ness, –er and by compounding. (VG&P, Year 2)

Formation of adjectives using suffixes such as –ful, –less. (VG&P, Year 2)

Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs. (VG&P, Year 2)

**Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**

Find common exception words when reading.

Discuss unusual correspondences between spelling and sound, e.g., segment common exception words to locate tricky parts when spelling does not match sounds in a regular way.

**Read most words [at an instructional level 93 95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.**

Books need to be at instructional level 90-94% accuracy.

Blend sounds to read words.

Read text consistent with phonic knowledge.

Read books at an age appropriate instructional level.

**Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**

## Year 2 Reading Curriculum Objectives

Books need to be at instructional level 90-94% accuracy.

Read text consistent with phonic knowledge.

Read books are at an age appropriate instructional level.

**Re-read these books to build up their fluency and confidence in word reading.**

**When re-reading books, e.g., from 'familiar reading' baskets:**

Chunk language units together in text to practice phrasing within reading, e.g., 'Once upon a time . . . '.

Take notice of and use punctuation to phrase correctly when reading aloud.

Track text with eyes. (Pace of reading should not be dictated by finger pointing.)

# Year 2 Reading Curriculum Objectives

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### Comprehension

#### Listening to, discussing and expressing 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.

Discuss books with other adults / pupils and consider their views.

Express ideas such as likes and dislikes and justify views.

Compare stories by the same and different authors, e.g., discuss story themes, characters and plots.

Compare information about topics from different sources.

Discuss cause and effect in both narrative and non-fiction, e.g.:

what prompted a character's behaviour in a story;

why certain dates are commemorated annually.

#### Discussing the sequence of events in books and how items of information are related.

Identify key events across the text being discussed.

Link ideas and information across a text by:

discussing how some events relate to each other, e.g., problems and their resolutions;

identifying main ideas and summarising these to give some reasons why characters feel or behave as they do.

Orally tell real and imagined stories.

Sequence picture events.

#### Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.

Listen to a wide variety of stories read to them.

Read a wide variety of stories.

Identify story language, e.g.:

story openers;

favourite words and phrases;

scene setting language.

Compare stories by the same and different authors, e.g., discuss story themes, characters and plots.

Identify what they know about settings, characters and events linking directly to the text.

Self-select books according to personal interest and preference, giving reasons for their selection.

Re-tell stories using a visual representation such as a story map, story mountain or flow diagram.

Use language from stories to enhance meaning, e.g., 'In a far-away country', 'After a while', 'To his surprise', 'Sadly', 'Finally', 'Eventually.'

Use intonation, volume and expression appropriately in oral re-telling.

Re-tell a story using own word without prompts.

#### Being introduced to non-fiction books that are structured in different ways.

##### Identify specific features of non-fiction text, including:

headings and sub-headings;

facts;

contents;

index;

# Year 2 Reading Curriculum Objectives

glossary;

diagrams;

captions and labels;

bullet points;

photographs.

## **Find information linked to specific purposes, using the structure of non-fiction texts, including:**

index;

alphabetical order;

contents page;

headings and sub-headings.

Generate questions linked to their learning.

Skim across sections to discuss possible meanings, e.g., read the title, headings, sub-headings, and diagrams.

Scan sections for specific information, locating key word and phrases in answer to questions being explored.

## **Recognising simple recurring literary language in stories and poetry.**

Recognise repetitive language patterns.

Predict what will come next.

Recognise rhymes and rhythms.

## **Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.**

Learn new vocabulary when reading texts.

Speculate about possible meanings of words, checking to see if the meaning makes sense within its current context.

Use strategies to find the meaning of unfamiliar words, e.g., re-reading sentences and reading on.

Use a dictionary to locate words by their initial letter.

Improve vocabulary, e.g., use a thesaurus or learning wall.

## **Discussing their favourite words and phrases.**

Identify favourite words and phrases in text.

Compare story openers, language which conveys change over time, including:

settings, e.g., 'in a deep, dark forest . . .';

character moods and / or actions, e.g., 'angrily, he stomped out.';

timing of events, e.g., 'just at that moment . . .'

## **Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.**

Listen to a rich selection of poetry.

Learn chosen poems off by heart.

Talk about likes and dislikes of poems read, giving reasons for this.

Select favourite poems and explain why.

Show understanding of poetry by reciting orally using appropriate intonation, volume and expression.

## **Drawing on what they already know or on background information and vocabulary provided by the teacher.**

Make links to prior experience and other books previously read.

# Year 2 Reading Curriculum Objectives

Identify how language contributes to meaning, e.g.,

'Why is this book called . . . ?'

'What do you think it is going to be about?'

Discuss unknown vocabulary.

Suggest alternative synonyms.

## Checking that the text makes sense to them as they read and correcting inaccurate reading.

Answer retrieval questions about the text, e.g., 'What colour coat is she wearing?'

Self-correct when a sentence does not make sense and re-read, e.g., when reading 'palace' for 'place'.

Take notice of and use punctuation when reading.

## Making inferences on the basis of what is being said and done.

Make simple inferences about what characters might be thinking or feeling from what they say and do.

## Answering and asking questions.

Explain thoughts about characters using the words in the text e.g. 'Would you like to be her friend?' 'Why?'

Give an opinion on characters, character behaviour, authors and events e.g. 'What do you think about how Goldilocks behaved in the house of three bears?' 'Why?'

Generate questions about the text.

## Predicting what might happen on the basis of what has been read so far.

Make a plausible prediction based on what has been read so far.

Discuss predictions drawing on evidence from the text.

## Understand both the books that they can already read accurately and fluently and those that they listen to by:

Make a plausible prediction based on what has been read so far.

Discuss predictions drawing on evidence from the text.

## Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

### Through discussion:

Express ideas such as likes and dislikes and explain why.

Compare stories by the same and different authors.

Discuss story themes, such as friendship and loss, characters and plots.

Self-select reading materials based on interests, past experience, recommendations and being able to explain preference.

Actively listen, e.g., demonstrate through body language and being able to respond in turn.

## Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Express ideas such as likes and dislikes and explain why.

Compare stories by the same and different authors, e.g., discuss story themes, such as, friendship and loss, characters and plots.

Self-select reading materials based on interests, past experience and recommendations.

Explain preferences.