

## Reading Overview

### Year Two

#### Word Reading

- Pupils should be able to read all common graphemes, and should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading.
- Be able to read many common words containing GPCs taught so far, such as shout, hand, stop, or dream, without needing to blend the sounds out loud first.
- Pupils' reading of common exception words, such as you, could, many, or people, should be secure this will increase their fluency by being able to read these words easily and automatically.
- Pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.

#### Comprehension

- Continue to focus on establishing pupils' accurate and speedy word reading skills.
- Pupils should listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.
- Pupils can read well and do so frequently, they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Decoding	Word Recognition	Pattern and Rhyme	Information and Expression	Comprehension and Understanding	Deducing	Grammatical Features	Research
<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> </ul>	<ul style="list-style-type: none"> <li>• Read common exception words, noting unusual correspondences between spellings and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and join in with predictable phrases.</li> <li>• Learn to appreciate rhymes and poems, and to recite some</li> </ul>	<ul style="list-style-type: none"> <li>• Use commas, question marks and exclamation marks to vary expression.</li> <li>• Read aloud with expression and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be taught to develop pleasure in reading, motivation to read and understanding.</li> <li>• Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> <li>• Be introduced to non-fiction books that are structured in different ways.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> <li>• Discuss their favourite words and phrases.</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• 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.</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand both the books that they can already read accurately and fluently and those that they listen to.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Answer and ask questions.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Read accurately words of two or more syllables.</li> <li>• Uses Grammar to decipher unfamiliar words.</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe, signals the omission of a letter.</li> <li>• Read words containing common suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows difference between fiction and non-fiction.</li> <li>• Introduced to non-fiction books that are organized in different ways.</li> <li>• Use contents &amp; index to find information</li> </ul>