



Year 2 Reading Curriculum



WORKING TOWARDS EXPECTED STANDARD

He/she can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*.

He/she can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*

He/she can read many common exception words*.

In a book closely matched to the GPCs as above, the he/she can read aloud many words quickly and accurately without overt sounding and blending.

In a book closely matched to the GPCs as above, the he/she can sound out many unfamiliar words accurately.

In a familiar book that is read to them, he/she can answer questions in discussion with the teacher.

In a familiar book that is read to them, he/she can make inferences.

WORKING AT EXPECTED STANDARD

He/she can read accurately most words of two or more syllables.

He/she can read most words containing common suffixes*

He/she can read most common exception words*.

In age appropriate books, he/she can 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.

In age appropriate books, he/she can sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, he/she can check it makes sense to them, correcting any inaccurate reading.

In a book that they can already read fluently, he/she can answer questions and make some inferences.

In a book that they can already read fluently, he/she can explain what has happened so far in what they have read.

WORKING AT GREATER DEPTH

The pupil can, in a book they are reading independently make inferences.

The pupil can, in a book they are reading independently make a plausible prediction about what might happen on the basis of what has been read so far.

The pupil can, in a book they are reading independently make links between the book they are reading and other books they have read.

AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

He/she can discuss sequence of events in stories and how items of information are related.

AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

He/she can show awareness of basic features of organisation at text level e.g. beginning and ending of story or ‘each bit tells about different things you can do at the zoo’.

He/she can show some awareness of types of punctuation when reading.

He/she can recite some poems learnt by heart with appropriate intonation.

He/she understands that non-fiction texts are structured in different ways.

AF5 – explain and comment on writers’ use of language, including grammatical and literary features at word and sentence level

He/she can comment on favourite / effective language choices e.g. “slimy” is a good word to describe a slug.

He/she can recognise patterns of literary language e.g. once upon a time, first, next, last.

He/she can discuss and clarify meanings of some new vocabulary e.g. squashed and squeezed are the same and knowledge of e.g. prefixes, unhappy.

AF6 – identify and comment on writers’ purpose and viewpoints and the overall effect of the text on the reader.

AF7 - Relate texts to their social, cultural and historical traditions.

He/she can express personal opinion about texts with some additional comment e.g. ‘I like books about animals because I have pets’ or ‘I don’t like...’.

He/she can show some awareness of the purpose of text e.g. ‘it tells you how to...’ ‘it tells you where animals live’.

He/she can show some awareness that writers have viewpoints and purposes, e.g. ‘it tells you how to do something’ or ‘she thinks it’s not fair’.

He/she can show some awareness that books are set in different times and places.