

Year 2	
Decoding text	Read texts closely matched to their phonic knowledge accurately by:
	knowing the different phonemes that are represented by graphemes
	reading many words automatically including common exception words
	breaking unfamiliar words in different ways and combining to read
	Including: · attempting alternative sounds for graphemes; deciding which makes sense · noticing root words, prefixes and suffixes including -ly -ment, -ness, -ful, -less, -tion · using syllable boundaries
	Develop reading fluency by:
	independently re-reading words, phrases, and sentences when the text required some slow decoding
	recognising and knowing how to use punctuation (. , " " ! ?) to read longer phrases at a good pace with appropriate expression and intonation
Comprehending Text	Develop the language and vocabulary needed to understand text by:
	considering if their understanding of a word or phrase makes sense in the text and explaining how they know
	using simple dictionaries and glossaries to find the meaning of unfamiliar words they meet when reading
	Understand texts they can read accurately and fluently and those they listen to by:
	using relevant background knowledge (what they have done/ seen/ heard) or information from the teacher
	wondering and asking themselves questions when reading or as they listen to text
	predicting what might happen based on what has been read so far
	noticing when they read a word or phrase they don't understand and knowing what they can do to help them understand e.g. re-reading, reading on, using the context
	joining ideas in the text to make inferences about characters' feelings and actions and checking on these assumptions by drawing on their background knowledge
	drawing together information from across a number of sentences to sum up what is known about a character, event or idea.
	Show their understanding of texts they have heard and read by:

Responding to text	participating in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others
	using discussion, role play and other drama techniques to explore themes of texts
	explaining and discussing their understanding of a text and answering literal and inferential questions
	Develop a positive attitude to reading by:
	listening to and discussing a wide range of contemporary and classic poetry, non-fiction and fiction (including a wider range of stories, fairy stories and traditional tales)
	discussing books they have read, with their peers and considering why others might want to read them
Analysing Text	Evaluate how authors use language structures and presentation by:
	recognising some typical features of story language and text types
	identifying layout features e.g., bold text, captions, diagrams
	recognising and talking about literary language in stories and poetry and discussing words and phrases that interest them
	noticing and discussing the effect of word choices in familiar texts e.g., "That word is scary because..."

Vocabulary	Blend
	Decode
	Digraph
	Fiction
	Fluent
	Grapheme
	Inference
	Intonation
	Non-Fiction
	Phoneme
	Poetry
	Prediction
	Retell
	Segment
	Sequence
	Sense
	Split digraph
	Story
	Suffix
	Traditional
	Tale
	Trigraph
	Vocabulary