Key Learning in Reading: Year 2

Word Reading	Comprehension
As above and: ▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▪ Re-read books to build up fluency and confidence in word reading. ▪ Read frequently encountered words quickly and accurately without overt sounding and blending. ▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. *shoulder, roundabout, grouping.* ▪ Read longer and less familiar texts independently. ▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading *place* for *palace*. ▪ Read words containing common suffixes e.g. *–ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.* ▪ Read further common exception words, noting tricky parts (see below).	As above and: **Developing pleasure in reading and motivation to read** ▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. ▪ Orally retell a wider range of stories, fairy tales and traditional tales. ▪ Sequence and discuss the main events in stories and recounts. ▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. ▪ Recognise the use of repetitive language within a text or poem (e.g. *run, run as fast as you can*) and across texts (*e.g. long, long ago in a land far away…*). ▪ Learn and recite a range of poems using appropriate intonation. ▪ Make personal reading choices and explain reasons for choices. **Understanding books which they can read themselves and those which are read to them** ▪ Identify, discuss and collect favourite words and phrases. ▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. ▪ Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised.* ▪ Uses tone and intonation when reading aloud. ▪ Activate prior knowledge and raise questions e.g. *What do we know? What do we want to know? What have we learned?* ▪ Check that texts make sense while reading and self-correct. ▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering *who, what, where, when, why, how* questions. ▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. *Hansel was clever when he put stones in his pocket because…* ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▪ Make inferences about characters and events using evidence from the text e.g. *what is the character thinking, saying and feeling?* ▪ Make predictions based on what has been read so far. ▪ Identify how specific information is organised within a non-fiction text e.g. *sub-headings, contents, bullet points, glossary, diagrams.* ▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. **Participating in discussion** ▪ Participate in discussion about what is read to them, taking turns and listening to what others say. ▪ Make contributions in whole class and group discussion. ▪ Consider other points of view. ▪ Listen and respond to contributions from others.

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