



★ Word Reading ★
Blend phonemes to decode familiar words.
Blend phonemes, with support, to decode some unfamiliar words, using GPCs that have been taught so far
Recognise grapheme-phoneme correspondences for 10 or more phonemes
Read some words containing taught GPCs
Read, with prompts, words of more than one-syllable that contain taught GPCs
Begin, with support, to read two-syllable words made up of two words joined together e.g. farmyard
Read, with support, common homophones and begin to notice the difference in meaning e.g. sun and son
Recognise, with support, some simple words with contractions e.g. I'm
Read common exception words, noticing some unusual correspondences between spelling and sound with support e.g. 'the' and 'do'
Recognise some common high frequency words
Read phonetically decodable books, with support
Re-read, with some prompts, familiar phonetically decodable books to help to build up fluency and confidence

★ Linguistic Skills ★
With a prompt (e.g. 'read it again') identify when what they have read is inaccurate
Join in with and talk about familiar language when sharing a book with an adult
Identify the beginning or end of stories
Talk about a book with an adult, using some relevant vocabulary

★ Responding to Reading ★
Enjoy listening to stories, poems and information books
Recognise repeated text or rhymes in stories and poetry, sometimes joining in with the class
Retell or role play stories with simple structures
Recite by heart parts of a simple poem or rhyme
Choose a favourite text to share with an adult
Answer questions about what is read to them, beginning to include the significance of events
Answer questions on what they have read or listened to

★ Literal Comprehension ★
Use picture cues to answer, with prompts, some simple questions about familiar texts.
Enjoy looking at and talking about simple non-fiction books
With adult support, answer simple questions on what they have read
Ask simple questions on the general theme of the book

★ Inferential Comprehension ★
Listen attentively to a text (e.g. story or poem) and answer questions with support (e.g. who are the characters?)
Predict, with some prompts, what might happen next in familiar stories
Answer, with some prompts, questions on the sequence of events in books they are familiar with
Make some sense of what they have read, using illustrations to answer simple inference questions, with support (e.g. What do you think will happen next?)
Listen to inferential questions asked by the teacher
With support, begin to notice obvious features of language (e.g. repeated phrases, significant words)
Answer simple questions about how a text makes them feel, when prompted to do so
Attempt, with prompts, to name the overall emotion expressed by stories or poems (e.g. happy or sad)

Woodcote Primary School

READING

Year 2 Autumn



Name: _____

★ Word Reading ★
Decode more quickly, beginning to establish sounding and blending routines, with prompts
Develop automatic grapheme-phoneme correspondences for many phonemes taught so far
Read, with prompts, a growing number of new and unfamiliar words using their knowledge of GPCs
Read words with two syllables that contain taught GPCs, beginning to recognise syllable boundaries
Read two-syllable words and with support begin to read three-syllable words made up of two words joined together (e.g. everywhere)
Competently read common homophones, attempting to explain the difference in meaning
Read, with support, a growing number of contractions found in texts
Recognise that common exception words are words in which the English spelling code works in an unusual or uncommon way. Identify, without support, some simple common exception words when reading.
Recognise and read a growing number of age-appropriate high frequency words, sometimes using sounding and blending
Read books closely matched to their expanding phonic knowledge, sounding out with some prompts required at times
Confidently re-read familiar phonetically decodable books, with common exception words in to continue to build up their fluency, confidence, understanding and enjoyment. Re-read, with some support, less familiar phonetically decodable books

★ Linguistic Skills ★
Identify and, with support, begin to self-correct inaccurate reading
Identify, when prompted, their favourite words, explaining their choices in a simple way
With prompts, begin to identify familiar patterns of language. Identify some common features of non-fiction texts (e.g. contents page)
With adult support, recognise that dictionaries can help us find the meaning of new words

★ Responding to Reading ★
Talk to an adult or peer about what they like about a book
Read aloud familiar phrases in stories with developing intonation
Retell stories more independently, using pictures to help
Recite poems by heart, beginning to use some appropriate intonation
Choose to re-read books they have enjoyed/used in class reading sessions
Begin to take part in group and class discussions about what is read to them
Explain their understanding of events and themes in familiar books

★ Literal Comprehension ★
Begin. When prompted, to recall some specific, simple information (e.g. then names of characters).
Find, with some support, specified information in non-fiction books
Answer two or three questions on what they have read, giving literal answers from the text.
Begin to write their answers down with some support
Make increasingly relevant comments on stories, poems and non-fiction, relating to their own experience

★ Inferential Comprehension ★
Make simple inferences on the basis of what is being said or done by a character.
With some support attempt to explain meaning in the text, (e.g. Why have capital letters been used?)
Predict what might happen next, beginning to use evidence from the text, with support
Answer, with support, questions on cause and effect in narrative (e.g. because Beegu was lost, how did she feel?)
Draw on their own experiences or background information provided by the teacher to recognise how a character is feeling
Create, with support, one or two inferential questions based on visual image or illustrations in a fiction text (e.g. Why do you think...? How does ...? Where do you...?)
Talk about how the main character feels
Make simple statements about likes and dislikes, when prompted to do so



Name: _____

Word Reading

Blend phonemes to decode familiar and unfamiliar words with increasing ease, applying prior phonic knowledge confidently.

Begin, with prompts, to read silently

Apply and consolidate their knowledge of grapheme-phoneme correspondences, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes

Read more words using GPCs and apply their knowledge of root words, prefixes and suffixes

Recognise syllables as 'chunks/beats' of sound in a word, understanding all words have at least one syllable. Identify syllable boundaries in words with two or more syllables

Recognise that compound words are made when two words are joined together, forming a new word. Identify, with some support, the 'new' compound word and the two words which it has been derived from, which make sense on their own

Recognise that the word 'homophone' means 'one sound', identifying homophones and near homophones as words which sounds the same but are spelt differently and have a different meaning

Identify that a contraction is a shortened version of a written or spoken word, providing some examples. Identify and read more contractions which they encounter in texts

Read, with some prompts, more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (e.g. busy and business)

Recognise and confidently read all prior learnt high frequency words with increasing speed and ease

Confidently read books they have selected that meet their reading ability

Recognise with support, that pronunciation refers to the way in which a word is pronounced/spoken and is important so others understand what you are saying

Linguistic Skills

Identify and self-correct, beginning to use some of the knowledge acquired from being read to

Find and name correctly some basic features of language used (e.g. adjectives)

With some support, identify themes in fiction texts (e.g. triumph of good over evil) and the purpose of different parts of non-fiction texts. Explore and talk about poetic structures

With increasing independence, use a dictionary or thesaurus to find the meaning of new words

Responding to Reading

Recall, with some prompts, the main points from a growing range of fiction, poetry, plays and non-fiction

Prepare simple poems, using a prescribed framework, to read aloud to their teacher or peer(s)

Begin to retell a wider range of stories (including traditional tales), clearly sequencing the events

Recite poems as part of a group, remembering repeated sections by heart

Begin to show preferences for different types of text (e.g. choosing non-fiction over fiction)

Express opinions about what is read to them, comparing with other texts

Literal Comprehension

Recognise what information they need to look for and begin to select an appropriate text that makes sense to them

Increasingly, answer literal questions, locating the part of the text that gives the information

Begin to generate literal questions about a text before or after reading

Inferential Comprehension

Make some inferences about a character's feelings, based on the text

Make more confident predictions, using evidence from the text

Identify, with support, simple connections between well-known texts (e.g. similarities in plot or theme)

Comment on characters, sometimes based on personal speculation, rather than characters feelings (e.g. Mr Twit is horrid)

With support, begin to identify a few basic features of language (e.g. use of adjectives or powerful words)

Begin, with support, to recognise that the writer has a viewpoint (e.g. 'The writer doesn't like violence') and that presentation contributes to meaning

Begin, with guidance, to link the effect on the reader to personal experience (e.g. 'She was helpful, like my teacher')



Name: _____

Word Reading

- Begin, with support, to use the context of a sentence to assist reading any unfamiliar words
- Read silently, more routinely, books which are age-appropriate
- Apply, with support, their knowledge of morphology and etymology as a tool to facilitate them when reading aloud and when encountering new vocabulary
- Recognise that a polysyllabic word is one which has more than one syllable, giving some examples. Recognise and read a growing number of polysyllabic words that contain taught GPCs
- Begin, with support, to use their knowledge of compound words to assist expression, sometimes stressing meaning
- Recognise the importance of pronouncing homophones and near homophones carefully when reading aloud in order to aid the listener/listeners
- Confidently read known contractions, demonstrating a firm understanding that the apostrophe represents the omitted word and know which word/s it is a contraction of
- Recognise and apply their knowledge of exception words to age-appropriate reading
- Read high frequency words within a text, beginning to self-correct errors when prompted
- Identify some factors which assist individuals when making book choices (e.g. blurb, peer/author recommendation)
- Try out, with support, different pronunciations when reading longer words

Linguistic Skills

- Identify and self-correct errors, beginning to use the context of new or unfamiliar words, when prompted
- Notice, when prompted, some basic features of language structure (e.g. a phrase or sentence)
- Comment, with prompts, on basic features of sentence structure and sometimes text organisation
- Extend vocabulary by reading from a growing range of sources, including reference books

Responding to Reading

- Listen to, and discuss in more detail, a wide range of fiction, poetry, plays and non-fiction, making notes which help to recall key points
- Use effective actions to make the meaning in a poem or play script clear
- Retell a wide range of stories by ordering the main points in logical sequence
- Perform some familiar lines from plays as part of a group
- Read texts by an increasing number of authors, and with guidance comment on their preference. Select books independently from the school library
- Select books independently from the school library appropriate to their reading ability
- Make suggestions about rules for how we discuss a book
- Begin, with prompts, to discuss paragraphs, chapters and sections

Literal Comprehension

- Use features, such as the contents page and index, more effectively to find and record the information they need. Identify the main ideas from a paragraph and, with support, begin to summarise these
- Provide more detailed answers to literal comprehension questions
- Begin to create more detailed literal questions based on part of the text

Inferential Comprehension

- Make accurate inferences about a character's feelings, thoughts and motives based on the language used in the text
- Draw on their knowledge of similar stories to inform their predictions
- With support, begin to recognise some features of the context of a text (e.g. historical setting, cultural background)
- Begin to write down answers, with some grammatical accuracy, trying to justify inferences, with some reference to the text (e.g. 'Mrs Twit is disgusting because she does horrible things')
- Independently create inference questions based on a single point of reference in the text
- Discuss, with some support, words and phrases that capture the reader's imagination
- Recognise a familiar theme in what they have read (e.g. the triumph of good over evil)
- When questioned, attempt to offer simple comments regarding the main purpose



★ Word Reading ★
Confidently use the context of a sentence to decode unfamiliar words when reading
Read silently, frequently and with growing confidence, books which are age-appropriate.
Fluently read aloud age-appropriate books to different audiences/a reading partner/adults
Recognise more independently, which books are appropriate for their skill level
Recognise the role that understanding root words, prefixes, suffixes and word origins play in facilitating the ability to read with fluency, accuracy and for enjoyment
Demonstrate a firm knowledge of what polysyllabic words are, decoding a growing number using syllable boundaries with some confidence
Use their knowledge of compound words to infer word meanings, with some support
Demonstrate that they know a bank of homophones and near homophones, being able to pronounce them appropriately and explain their difference in meaning
Confidently, read a range of contractions, beginning to recognise, with support, some common misconceptions that are made
Read exception words which are more complex, with support
Show some awareness that reading high frequency words accurately is important
Recognise the need to consider their reading ability and the value of challenging themselves, as well as personal preference when making their own book choice
Recognise that it is important to focus on all letters when decoding unfamiliar words

★ Linguistic Skills ★
Self-correct in a range of different reading contexts
Identify examples of figurative language in author's work
Comment on some similarities and differences between texts or versions when prompted to do so
Demonstrate some independence when using a dictionary or thesaurus to learn the meanings of new words

★ Responding to Reading ★
Begin to express their own preferences for texts they would like to listen to
Practise varying intonation, tone, volume and action to improve the performance of a play or poetry reading
Retell a wide range of stories, including modern fiction and classic literature, by listing the main points in a logical sequence
Learn and recite a widening range of poetry by heart, using developing intonation, volume and expression
Recommend some of the books they have read to their peers
Participate in discussions about books by building on their own or others' views
With support, explain and discuss their understanding of what they have read in a more formal way

★ Literal Comprehension ★
Use many of the features of non-fiction with increased efficiency, to find information and key facts
Be more familiar with skimming and scanning techniques to give on occasion, some answers which include quotations or references to the text.
Ask questions to improve understanding of words, phrases or parts of texts

★ Inferential Comprehension ★
Make inferences about a character's feelings, thoughts and motives and justify inferences, beginning, with guidance, to use evidence from more than one point in the text
Begin to give reasons for their predictions when prompted
Identify, with guidance, common features in different texts or versions of the same text
Answer questions making reference, with support, to different parts of the text (e.g. about a character's motives for their actions), using evidence from more than one part of the text
Confidently create inference questions based on their growing knowledge of a text
Briefly comment, when prompted, on writer's choice of words (e.g. he uses lots of adjectives to describe the cave)
Identify, with guidance, the main purpose of a text.
Show some awareness of viewpoint, beginning to make reference to the text (e.g. He only tells you good things about the farm)
Comment, with support, on the use of language to identify the effect on the reader (e.g. 'The way she describes him makes you think he's disgusting')



Word Reading

- Use, with some support, their knowledge of morphology to assist pronunciations and begin to infer word meanings
- Decode increasingly complex new words, reading aloud accurately
- Recognise that it is important to read with appropriate volume, tone and expression when reading aloud to an audience to make meaning clear
- Apply their knowledge of syllables to read polysyllabic words with confidence, though not always accurately
- Read more complex compound words with support
- Confidently read many homophones from the statutory guidance, being able to explain the difference in meaning for many
- Routinely read contractions accurately, making some errors with ones they have not faced before
- Read most of the complex exception words which they encounter when reading, though they make still need support at times
- Read all high frequency words fluently and accurately within age-appropriate texts
- Make their own book choices, more routinely combining challenge with reading preference
- Show an awareness of more complex punctuation when reading

Linguistic Skills

- Self-correct fluently and with confidence, applying their growing knowledge of root words, prefixes and suffixes to understand new words
- Use, with prompts, metalanguage (e.g. the terms 'simile' or 'metaphor') to discuss how authors use language
- Recognise that a theme runs through a text and encourages us to think more deeply about what lies beneath the surface.
- Recognise that conventions of writing such as spelling, punctuation, capitalisation and grammar make a text easier to read
- Discern, with support, the subtle differences in meaning between closely related words and use these words in different contexts

Responding to Reading

- Begin to listen more thoughtfully to a wide range of genres, including whole books and classic texts
- Begin to use gesture and movement to improve the quality of their reading
- Retell a wider range of stories in alternative styles (e.g. transforming stories into plays) using appropriate planning frames
- Begin to perform poetry and plays for an audience
- Write book reviews, using a framework, to recommend their book choices to peers.
- Make use of libraries more independently
- Present their own views about texts with clarity
- Present their views on what they have read, maintaining a focus on the topic

Literal Comprehension

- Begin to consider, more carefully, which facts they need to source and how best to present them.
- Identify and discuss the difference between statements of fact and opinion
- Make comments about fiction, sometimes supported by relevant textual reference or quotation.
- Identify the value of skimming and scanning a text
- With guidance, begin to create literal questions with reference to parts of text

Inferential Comprehension

- Make inferences about authorial intent, characters and aspects of plot, when prompted
- Predict, with confidence, what might happen from details, both stated and implied, giving reasons for their predictions
- With support, recognise how types of text retain common features, but reflect the time/historical context in which they were written (e.g. Oliver Twist – poverty and the workhouse)
- Begin to comment, sometimes making inferences or deductions based on evidence from different points in a text. However, responses may not be securely rooted in the text.
- Create inference questions based on different points of reference in the text
- Answer questions about basic features of language used
- Identify viewpoint sometimes adding own comment (e.g. 'He knows that he has treated his sister badly')
- Recognise that a writer/author produces a text to create a particular effect on their reader