

*In Year 2, the children will be taught the following objectives:*

### *Year 2 Word Reading*

*Continue to apply my phonic knowledge and skills to decode unfamiliar words, automatic decoding is becoming embedded and reading is becoming more fluent.*

*Independently read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.*

*Read a range of unfamiliar words accurately by blending (words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes).*

*Orally divide words of more than two syllables into syllables (e.g. butterfly, strawberry, dinosaur, computer).*

*Read accurately words of two or more syllables (words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes).*

*Read words containing common suffixes (-ment, -ness, -ful, -less, -ly).*

*Read words with contractions (e.g. can't, hasn't, couldn't, wouldn't, you're) and understand that the apostrophe represents the omitted letter(s).*

*Read further common exception words, e.g. door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, father, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.*

*Identify the unusual correspondences between spelling and sound in the common exception words.*

*Read words starting with a silent letter (e.g. knock, knee, know, gnat, gnaw, wrap, wrong, wrote, write).*

*Read a wide range of high frequency and familiar words quickly and automatically.*

*Begin to use some expression in reading (e.g. taking account of exclamation marks, inverted commas).*

## *Year 2 Comprehension*

*Retell some familiar stories, fairy stories and traditional tales by recalling the main points in sequence (may need images to support).*

*Recognise simple recurring literary language in stories and poetry (e.g. Once upon a time...).*

*Continuing to build up a repertoire of poems learnt by heart.*

*When reciting poems, use appropriate intonation to make the meaning clear.*

*Clarify the meaning of new words to my peers by linking new words to known vocabulary (e.g. 'glided' is another way of saying flew).*

*Retell key events of text in sequence.*

*Make simple links between different parts of the text.*

*Beginning to self-correct and re-reads when reading does not make sense.*

*Recall some specific, straightforward information to show understanding (focus on closed questions e.g. What are the main characters called? What ingredients do you need to make...?).*

*Draw on what I already know and my own experiences to answer questions (e.g. 'The Birthday' Mum's going shopping for the party. What might she buy? Max is having a party. What could Max be doing for his party?).*

*Ask simple questions about the text (e.g. Why is that word written like that? What is that picture for? Why did he do that?).*

*Make inferences about events, characters and information based of what has been said and done (e.g. 'Sam tumbled onto the floor and tears began to run down his cheeks.' What has Sam done? Fallen over/hurt himself How is Sam feeling? Sad).*

*Make predictions based of what has been read so far (e.g. What might happen next?).*

*Name some organisational/structural features of different texts (e.g. beginning/middle/ending, types of punctuation, labels, headings, sub-headings, bullet points).*

*Discuss a range of poetry, stories and non-fiction (both those that are read to me and those that I can read for myself), express my views and give reasons.*

*Identify and discuss favourite words and phrases.*