

Year 2 Reading Expectations

Word Reading:

- Can use different strategies to help read unfamiliar words (phonic, graphic, contextual)
- Read aloud with expression and intonation
- Can read unfamiliar texts
- Can usually notice when reading does not make sense
- Can tackle unfamiliar words with encouragement only
- Can read ahead
- Can make use of intonation and expression to enhance reading
- Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words.
- Can recognise the function of an apostrophe
- Can read aloud taking into account all punctuation e.g., commas to mark pauses.
- Can show awareness of different voices in stories when reading aloud.
- Can sustain silent reading to include longer more complex texts
- Read further exception words, noting the unusual correspondences between spelling and sound.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension:

- Can make simple comments about preferences mostly linked to own experiences
- Can comment on features of language e.g. rhymes and refrains, significant words and phrases.
- I can recognise simple text features e.g. font style, labels, titles.
- Can recount the main events or facts with support.
- Can comment on the obvious features of the text e.g. good and bad characters
- Can explain the meaning of a variety of punctuation e.g., commas, question and exclamation marks, speech marks.
- Can show my understanding of a text by commenting on features such as plot, setting and characters.
- Can retell a story referring to most of the main events and characters
- Can make predictions using experience of reading books written by the same author or based on similar themes.
- Can comment on characters and how they relate to each other
- Can express opinions about events and actions
- Can re-tell stories in a balanced and clear way.
- Can make simple inferences about thoughts, feelings and reasons for actions
- Can comment on some of the ways the text is written or presented
- Can understand the effects of different words and phrases e.g. humour and atmosphere
- Can use a dictionary to check the meaning of a word.
- Can use indexes to locate information

- Can understand the difference between prose and play script
- Can understand the features of page layout in non-fiction texts: titles, subheadings, diagrams and charts
- Can understand how language is used to create effects e.g. adjectives and adverbs for description and to create mental images
- Can explore alternative courses of action in a story
- Read a range of fiction, poetry, plays, and non-fiction texts.
- Discuss the texts that I read.
- Read aloud and independently, taking turns and listening to others.
- Explain how non-fiction books are structured in different ways and use them effectively.
- Explain some of the different types of fiction books.
- Ask relevant questions to get a better understanding of a text.
- Predict what might happen based on details I have.
- Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- Use a dictionary to check the meaning of unfamiliar words.
- Identify the main point of a text.
- Explain how structure and presentation contribute to the meaning of texts.
- Use non-fiction texts to retrieve information.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.