



Reading: Year 2



Knowledge	Skills	Understanding
<p>I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>I can read accurately words of two or more syllables that contain the same graphemes as above</p> <p>I can read words containing common suffixes</p> <p>I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I can read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</p> <p>I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>I can re-read these books to build up their fluency and confidence in word reading.</p>	<p>I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently</p> <p>I can discuss the sequence of events in books and how items of information are related</p> <p>I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>I can have access to non-fiction books that are structured in different ways</p> <p>I can recognise simple recurring literary language in stories and poetry</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>I can discuss my favourite words and phrases</p> <p>I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>I can draw on what I already know or on background information and vocabulary provided by the teacher</p> <p>I can check that the text makes sense to me as they read and correcting inaccurate reading</p> <p>I can make inferences on the basis of what is being said and done</p> <p>I can answer and ask questions</p> <p>I can participate in discussions about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say</p> <p>I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that they read for myself</p>	<p>I can predict what might happen on the basis of what has been read so far</p> <p>I can speculate as to the meaning of the sentence even if I cannot decode one of the words in it</p> <p>I can make links between the texts I read and my own personal experiences</p> <p>I can evaluate how a character may feel based on evidence from the text</p> <p>I can make suggestions about what a character could do based on evidence from the text</p> <p>I can evaluate a text and give my own reasons for liking/disliking it</p> <p>I can suggest alternatives or extensions to the story</p> <p>I can give an overall impression of the text based on an evaluation of its main paragraphs</p> <p>I can recognise the writer's viewpoint after evaluating the text</p>