

| Working towards the Y2 expected standard... (B/B+) |   | Evidence x 3                          |               |               |
|--|---|---------------------------------------|---------------|---------------|
|  |   | <i>Autumn</i>                         | <i>Spring</i> | <i>Summer</i> |
| Attitudes and Dispositions                         | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently            |                                       |               |               |
|  | Begin to link what they read or hear read to their own experiences  |                                       |               |               |
|  | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics |                                       |               |               |
| Word Reading                                       | Read accurately by blending the sounds in words that contain:   | Graphemes taught so far.              |               |               |
|  |   | Common graphemes for all 40+ phonemes |               |               |
|  | Read accurately words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)                                |                                       |               |               |
|  | Read many common exception words  |                                       |               |               |
|  | Read most words quickly and accurately, without overt sounding and blending (in familiar books)   |                                       |               |               |
|  | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, without undue hesitation    |                                       |               |               |
|  | Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  |                                       |               |               |
|  | Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)           |                                       |               |               |
| Understanding, analysis and reasoning              | Check that the text makes sense to them as they read and correct inaccurate reading   |                                       |               |               |
|  | Make inferences on the basis of what is being said and done   |                                       |               |               |
|  | Predict what might happen on the basis of what has been read so far   |                                       |               |               |
| Retrieval and recording                            | <b>In a familiar book that is read to them:<br/>Answer questions in discussion with the teacher and make simple inferences</b>              |                                       |               |               |
| Discussion   | Participate in discussion about what is read to them, taking turns and listening to what others say   |                                       |               |               |

| Working at the Y2 expected standard... (w/w+/s) |  |                                       | Evidence x 3 |        |        |
|---|--|---------------------------------------|--------------|--------|--------|
|   |  |                                       | Autumn       | Spring | Summer |
| Attitudes and Dispositions                      | Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  |                                       |              |        |        |
|   | Introduced to non-fiction books that are structured in different ways  |                                       |              |        |        |
| Word Reading                                    | Apply phonics knowledge and skills taught to decode words  |                                       |              |        |        |
|   | Read accurately by blending the sounds in words that contain:  | Graphemes taught so far               |              |        |        |
|   |  | Common graphemes for all 40+ phonemes |              |        |        |
|   | Recognising alternative sounds for graphemes taught  |                                       |              |        |        |
|   | Read accurately words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)   |                                       |              |        |        |
|   | Read most words containing common suffixes   |                                       |              |        |        |
|   | Read most common exception words   |                                       |              |        |        |
|   | Read most words quickly and accurately, without overt sounding and blending (in age appropriate books)   |                                       |              |        |        |
|   | Sound out unfamiliar words accurately, without undue hesitation (in age appropriate books)   |                                       |              |        |        |
|   | Reread books to build up their fluency and confidence in word reading  |                                       |              |        |        |
| Understanding, analysis and reasoning           | Recognising simple recurring literary language in stories and poetry   |                                       |              |        |        |
|   | Discussing and clarifying the meaning of words, linking new meanings to known vocabulary   |                                       |              |        |        |
|   | Draw on what they already know or on background information and vocabulary provided by the teacher   |                                       |              |        |        |
|   | Checking that the text makes sense as they read and correcting inaccurate reading  |                                       |              |        |        |
|   | Make inferences on the basis of what is being said and done.   |                                       |              |        |        |
| Retrieval and recording                         | Answer retrieval questions   |                                       |              |        |        |
| Discussion                                      | Explain what has happened so far in what they have read  |                                       |              |        |        |
|   | Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction text at a level beyond that at which they can read independently |                                       |              |        |        |
|   | Discuss the sequence of events in a book and how items of information are related  |                                       |              |        |        |
|   | Discussing their favourite words and phrases   |                                       |              |        |        |
|   | Build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make meaning clear.   |                                       |              |        |        |

| Working at greater depth within the Y2 expected standard... (s+) |  | Evidence x 3  |               |               |
|--|--|---------------|---------------|---------------|
|  |  | <i>Autumn</i> | <i>Spring</i> | <i>Summer</i> |
| Attitudes and Dispositions                                       | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   |               |               |               |
|  | Read books that are structured in different ways and reading for a range of purposes   |               |               |               |
|  | Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally                                |               |               |               |
|  | Discuss words and phrases that capture the reader's interest and imagination   |               |               |               |
| Word Reading   | Read all Year 2 common exception   |               |               |               |
|  | Begin to apply the root words, prefixes and suffixes listed in the year 3 and 4 Spelling NC, both to read aloud and to understand the meaning of new words they meet |               |               |               |
| Understanding, analysis and reasoning                            | Continue to make inferences in books that they are reading independently   |               |               |               |
|  | Predict what might happen on the basis of what has been read so far  |               |               |               |
|  | Make links between the book they are reading and other books they have read  |               |               |               |
|  | Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context   |               |               |               |
|  | Ask questions to improve their understanding of a text   |               |               |               |
|  | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.   |               |               |               |
|  | Predict what might happen from details stated  |               |               |               |
|  | Identify how language, structure, and presentation contribute to meaning   |               |               |               |
| Retrieval and recording  | Make comments that are supported by textual reference or quotation although may lack clarity   |               |               |               |
|  | Retrieve and record information from non-fiction   |               |               |               |
|  | Quickly get the gist of a text by skimming   |               |               |               |
| Discussion   | Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say               |               |               |               |
|  | Use language to respond appropriately to other's ideas   |               |               |               |