

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	In a familiar book that is read to them: Answer questions in discussion with the teacher and make simple inferences				
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		
Attitudes and Dispositions			Autumn	Spring	Summer
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+)		<i>Evidence x 3</i>		
		<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			