

**Year 2 Reading Skills Coverage**

1. Word Reading	2. Themes and conventions	3. Making inferences	4. Comprehension	5. Language for effect
<p>a. 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>b. read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>c. read accurately words of two or more syllables that contain the same GPCs as above -read words containing common suffixes</p> <p>d. read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>e. read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p> <p>f. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>g. re-read these books to build up their fluency and confidence in word reading</p>	<p>a. listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</p> <p>b. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>c. being introduced to non-fiction books that are structured in different ways</p> <p>d. continuing 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>e. participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>f. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>g. simple statements about likes and dislikes in reading, sometimes with reasons</p>	<p>a. making inferences on the basis of what is being said and done - simple, plausible inference about events and information, using evidence from text, e.g. how a character is feeling, what makes a plant grow</p> <p>b. answering and asking questions predicting what might happen on the basis of what has been read so far -comments based on textual cues</p>	<p>a. discussing the sequence of events in books and how items of information are related</p> <p>b. specific, straightforward information recalled, e.g. names of characters, main ingredients</p> <p>c. drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>d. general features of a few text types identified, e.g. information books, stories, print media</p> <p>e.. checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>f. awareness of use of features of organisation, e.g. beginning and ending of story, types of punctuation</p>	<p>a. recognising simple recurring literary language in stories and poetry -familiar patterns of language identified, e.g. once upon a time; first, next, last</p> <p>b. discussing their favourite words and phrases effective language choices noted, e.g. ‘slimy’ is a good word there’</p>