



Legrave Primary School

Year 2 EEE

Subject: Reading

Legrave Primary School

**STRIVING FOR EXCELLENCE, LEARNING FOR LIFE**

Yr 2	Emerging	Expected	Exceeding
<b>Spoken word</b>	Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently	Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently	Listens to and discusses a range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Discusses the significance of the title and events	Discusses the sequence of events in books and how items of information are related	Prepares poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action
	Recites some poems and rhymes by heart	Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Discusses words and phrases that capture the reader's interest and imagination
	Participates in discussion about what is read to him/her, taking turns and listening to what others say	Discusses his/her favourite words and phrases	Asks questions to improve his/her understanding of a text
	Explains clearly his/her understanding of what is read to him/her	Answers and ask questions	Participates in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say
	Says out loud what he/she is going to write about	Participates in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say	Composes and rehearses sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (<ref>English Appendix 2</ref> )
	Composes a sentence orally before writing it	Explains and discusses his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself	Reads aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear
	Discusses what he/she has written with the teacher or other pupils	Develops positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about	
	Reads aloud his/her writing clearly enough to be heard by the group and the teacher		
<b>Word reading</b>	Applies phonic knowledge and skills as the route to decode words	Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Applies his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; <ref>English Appendix 1</ref>
	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling <ref>English Appendix 1</ref>)
	Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Reads accurately words of two or more syllables that contain graphemes taught so far	
	Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Reads words containing common suffixes	
	Reads words containing taught gpcs and -s, -es, -ing, -ed, -er and -est endings	Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
	Reads other words of more than one syllable that contain taught GPCs	Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	
	Reads words with contractions <eg>i'm, i'll, we'll</eg>, and understand that the apostrophe represents the omitted letter(s)	Reads aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
	Reads aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words	Re-reads books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading	
	Re-reads phonically decodable books to build up fluency and confidence in word reading		

<b>Comprehension</b>	Develops pleasure in reading, motivation to read, vocabulary and understanding by:	Develops pleasure in reading, motivation to read, vocabulary and understanding by:	Maintains positive attitudes to reading and understanding of what he/she reads by:
	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</li> </ul>	<ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays and non-fiction</li> </ul>
	<ul style="list-style-type: none"> <li>being encouraged to link what is read or heard read to his/her own experiences</li> </ul>	<ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> </ul>	<ul style="list-style-type: none"> <li>reading books that are structured in different ways</li> </ul>
	<ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> </ul>
	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>identifying themes in books</li> </ul>
	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>reading aloud poems and perform play scripts</li> </ul>
		<ul style="list-style-type: none"> <li>discussing his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>discussing words that capture the reader's interest and imagination</li> </ul>
		<ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	
	Understands both the books he/she can already read accurately and fluently and those he/she listens to by:	Understands both the books that he/she can already read accurately and fluently and those that he/she listens to by:	Understands what he/she reads by:
	<ul style="list-style-type: none"> <li>drawing on what is already known or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>drawing on what he/she already knows or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to him/her, discussing his/her understanding of words</li> </ul>
	<ul style="list-style-type: none"> <li>checking that the text makes sense as he/she reads and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>asking questions to improve his/her understanding of a text</li> </ul>
	<ul style="list-style-type: none"> <li>discussing the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
	<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated</li> </ul>
	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>identifying main ideas drawn from within one paragraph and summarise these</li> </ul>
	Participate in discussion about what is read to him/her, taking turns and listening to what others say	Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say	<ul style="list-style-type: none"> <li>identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</li> </ul>
	Explain clearly his/her understanding of what is read to him/her	Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself	Retrieve and record information from non-fiction
		Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	