

## Year 2 Reading Overview

As taken from the National Curriculum	In summarised form
<ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> </ul>	Read fluently using decoding skill
<ul style="list-style-type: none"> <li>read accurately by blending, including alternative sounds for graphemes</li> </ul>	Read accurately by blending, including alternative sounds for graphemes
<ul style="list-style-type: none"> <li>read multisyllable words containing these graphemes</li> </ul>	Read multisyllable words containing known graphemes
<ul style="list-style-type: none"> <li>read common suffixes</li> </ul>	Read common suffixes
<ul style="list-style-type: none"> <li>read exception words, noting unusual correspondences</li> </ul>	Read exception words
<ul style="list-style-type: none"> <li>read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	Read most words quickly and accurately without overt sounding and blending
<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 they can read independently</li> </ul>	Discuss and express views on a wide range of poetry, stories and non-fiction
<ul style="list-style-type: none"> <li>recognising simple recurring literary language in stories and poetry</li> </ul>	Recognise simple recurring literary language in stories and poetry
<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>	Perform poetry learnt by heart with appropriate intonation
<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	Discuss and clarify the meanings of words
<ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> </ul>	Discuss the sequence of events in books
<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> </ul>	Make inferences on the basis of what is being said and done
<ul style="list-style-type: none"> <li>answering and asking questions</li> </ul>	Ask and answer questions about a text
<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	Predict what might happen based on reading so far
<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	Explain and discuss understanding of a range of reading