

2	Read	Retrieve	Explore and Analyse	Deduce and Infer
End of year expectations				
<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>Sound out unfamiliar words accurately and automatically</li> <li>Read two or more syllable words containing these graphemes</li> <li>Read common suffixes</li> <li>read exception words, noting unusual correspondences</li> <li>Read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Answering and asking questions</li> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Recognising simple recurring literary language in stories and poetry</li> <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>	<ul style="list-style-type: none"> <li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves</li> <li>taking turns and listening to what others say</li> <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> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases</li> <li>Predicting what might happen on the basis of what has been read so far</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	
9-3 Mastering I can attempt to read unfamiliar words independently	9-3 Mastering I can give a detailed synopsis of a text I have read.	9-3 Mastering I can explain why I have chosen a specific text for a specific purpose	9-3 Mastering I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines.'	
9-2	<ul style="list-style-type: none"> <li>I can read familiar words quickly, without needing to sound them out</li> <li>I can sound out unfamiliar words accurately.</li> <li>I can use a range of decoding strategies</li> </ul>	9-2	9-2	9-2
9-1	<ul style="list-style-type: none"> <li>I can self-correct when I have read a sentence incorrectly</li> <li>I can read common suffixes, understanding the impact on root words</li> </ul>	9-1	9-1	9-1
8-2		8-2	8-2	8-2
8-1	<ul style="list-style-type: none"> <li>I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily</li> <li>I can predict alternative grapheme sounds in unfamiliar words</li> <li>I can read multi syllabic words</li> <li>I can read words containing a wider range of common suffixes</li> <li>I can read aloud taking into account .?!</li> </ul>	8-1	8-1	8-1
7-2		7-2	7-2	7-2
7-1	<ul style="list-style-type: none"> <li>I can read a range of words on sight and am able to use my phonic strategies to read more complex words</li> <li>I can read words with common suffixes</li> <li>I know the function of full stops when reading and I show this when reading aloud</li> </ul>	7-1	7-1	7-1

• Re-read books to build up fluency and confidence in word reading

• Pupils should revise and consolidate the GPCs and common exception words taught in Yr1. As soon as pupils can read words comprising of the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading