

2	Comprehension	Word Reading	Language for Effect	Making Inferences			
9-2	<ul style="list-style-type: none"> <li>- I can retell a wide range of stories, including traditional tales, referring to most of the key events in sequence; I understand setting and characters.</li> <li>- I can usually re-read or self-check when the text doesn't make sense.</li> <li>- I can find the answers to questions in non-fiction, stories and poems. I can raise suitable questions.</li> <li>- I can talk about how non-fiction texts are structured and can locate specific information. I am learning to decide how useful the text is for its purpose.</li> <li>- I discuss my favourite words/phrases and how they affect meaning.</li> <li>- I can discuss and clarify the meanings of words, linking them to known vocabulary; I can look up some words in a dictionary or thesaurus.</li> <li>- I continue to build up a repertoire of poems learnt by heart, with appropriate intonation.</li> <li>- I can participate in discussion about books, poems and other works and can compare similarities and differences between texts.</li> <li>- I can make choices about which texts to read, based on prior reading experiences.</li> </ul>	9-2	<ul style="list-style-type: none"> <li>- I can read words accurately and fluently without overt segmenting and blending e.g. at over 90 words per minute.</li> <li>- I can read most words containing common suffixes, e.g. -ing, -ed, -er, -est, -ly, -ness, -ment, understanding the impact on root words.</li> <li>- I can use syllable boundaries to read each syllable then combine them to read a word; <b>I can read most words of two or more syllables</b>, that contain the graphemes I know.</li> <li>- I can self-correct when I have read a word or sentence incorrectly.</li> <li>- I can accurately read words with contractions.</li> <li>- I can read most C E W ( Y 1 &amp; 2 ) .</li> </ul>	9-2	<ul style="list-style-type: none"> <li>- I am growing successful in identifying rhyming words.</li> <li>- I can independently recognise simple recurring literary language in stories and poetry.</li> <li>- I can understand some differences between spoken and written language.</li> </ul>	9-2	<ul style="list-style-type: none"> <li>- I can make some inferences about thoughts and feelings of characters and reasons for their actions.</li> <li>- I can discuss reasons for events, by using clues in the story.</li> <li>- I understand why a writer has written a text e.g. 'She wants you to know how to make a kite'.</li> <li>- I can make predictions based on reading other books by the author, and my own experiences.</li> <li>- I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'.</li> </ul>
9-1		9-1		9-1			
8-2		8-2		8-2			
8-1	<ul style="list-style-type: none"> <li>- I can retell a range of stories, feeling familiar with the sequence of events, characters and setting; sometimes I do this in a group.</li> <li>- I often re-read the word or sentence if the text doesn't make sense to me.</li> <li>- I can answer and ask questions about the text I have read.</li> <li>- I know how non-fiction texts are structured and I can find out facts.</li> <li>- I can talk about words and say which I like and why.</li> <li>- I can talk about what words mean by using other words I know, sometimes accurately; I can use a picture dictionary by myself.</li> <li>- I can recite poems / parts of poems, appreciating these.</li> <li>- I am able to take part in discussions about books, poems and non-fiction texts.</li> <li>- I can use the front cover and book title, as well as illustrations and the words inside to make reading choices.</li> </ul>	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 common suffixes (Y1&amp;2)</li> <li>- I am developing my habit of self-correcting when I read a word incorrectly.</li> <li>- In contractions, I understand the apostrophe is replacing the missing letters. I read many successfully.</li> <li>- I can read aloud, taking account of punctuation and author intention.</li> </ul>	8-1	<ul style="list-style-type: none"> <li>- I can identify and think of some rhyming words by myself.</li> <li>- I notice some word-play e.g. tongue twisters; sounds which are like their meaning; I recognise 'Once upon a time' in some stories.</li> <li>- I am familiar with typical 'story language'.</li> <li>- I can talk about the effect some words have on the story</li> </ul>	8-1	<ul style="list-style-type: none"> <li>- I am beginning to understand the reasons for a character's behaviour.</li> <li>- I can discuss possible reasons for events. I am sometimes able to answer questions which show that I can work things out for myself.</li> <li>- I can explore what I think is going to happen and suggest why I think this.</li> </ul>
7-2		7-2		7-2			
7-1	<ul style="list-style-type: none"> <li>- I can retell a story, including a traditional tale. I use prompts to help me remember the events.</li> <li>- I can comment on the beginning, middle and end.</li> <li>- I am learning to check the text makes sense as I read.</li> <li>- I can work with a group to answer questions about texts.</li> <li>- I know how non-fiction texts are usually set out and can name some of their features.</li> <li>- I can recognise interesting words.</li> <li>- I am learning to use other words I know to help me talk about what words mean. I know that a dictionary can help me.</li> <li>- I can recite some lines from simple poems, saying what I like.</li> <li>- I can say what I think about books, poems and non-fiction.</li> <li>- I can use the front cover and book title, as well as illustrations to make reading choices.</li> </ul>	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, e.g. -ing, -ed, -y, -er.</li> <li>- I can clap and count syllables in words. I know what 'syllable' means.</li> <li>- With occasional prompting, I can self-correct when I have read a word incorrectly.</li> <li>- I usually notice contractions, but need some support to read them accurately.</li> <li>- I know the function of full stops when reading and I show this when reading aloud.</li> </ul>	7-1	<ul style="list-style-type: none"> <li>- I can recognise rhyming words.</li> <li>- I am learning about some word-play, with guidance [e.g. tongue twisters].</li> <li>- I know that some words affect the way I feel e.g. make the story scary or funny.</li> </ul>	7-1	<ul style="list-style-type: none"> <li>- I can comment on something about the character, which I can work out by myself e.g. what mood they are in.</li> <li>- I can provide a simple explanation about events, even if the information is not exactly written on the page.</li> <li>- I can explore what I think is going to happen in a text.</li> </ul>

End of year expectations

Comprehension	Word Reading	Language for Effect	Making Inferences
<ul style="list-style-type: none"> <li>- Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- Check that the text makes sense to them as they read, and correct inaccurate reading.</li> <li>- Answer and ask questions.</li> <li>- Discuss the sequence of events in books and how items of information are related.</li> <li>- Discuss their favourite words and phrases.</li> <li>- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <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>- Take turns and listen 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> </ul>	<p>Secure phonic decoding until reading is fluent and read accurately by blending, including alternative sounds for graphemes.</p> <ul style="list-style-type: none"> <li>- Read accurately most words of two or more syllables.</li> <li>- Read most words containing common suffixes</li> <li>- Read further common exception words, noting unusual correspondences.</li> <li>- Read most words quickly &amp; accurately without overt sounding and blending.</li> <li>- Sound out unfamiliar words accurately and automatically.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise simple recurring literary language in stories and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>- In a book that they can already read accurately and fluently, make some inferences on the basis of what is being said and done.</li> <li>- Predict what might happen on the basis of what has been read so far.</li> </ul>

### Range of texts

Develop pleasure in reading ... by:

- Being introduced to non-fiction books that are structured in different ways.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Listening to / discussing a wide range of contemporary / classic poetry. Continuing to build a repertoire of poems learnt by heart, reciting some with appropriate intonation to make the meaning clear.
- 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.