



Moorland Primary School – Reading overview – YEAR 2

Year	Word reading	Comprehension
2	<p>Children can read accurately by blending the sounds in words that contain the graphemes taught.</p> <p>Children can recognise and read alternative sounds for graphemes. Children can read accurately words of two or more syllables that contain the same GPCs.</p> <p>Children can read words containing common suffixes.</p> <p>Children can apply phonics knowledge to decode automatically and fluently.</p> <p>Children can read words with common suffixes.</p> <p>Children can, without undue hesitation, read text at book band level white or equivalent.</p> <p>Children can read almost all common exception words noting unusual correspondences.</p> <p>Children can read most familiar words without undue hesitation and without overt sounding and blending and correct inaccurate reading. Children are happy to read aloud to others.</p> <p>Children re-read familiar books fluently and confidently with appropriate intonation to make the meaning clear.</p>	<p>Children can talk about and give an opinion after listening to a range of books and poems (using prior knowledge, context and vocabulary)</p> <p>Children can discuss the sequence of events in books and explain how they are related to each other.</p> <p>Children can independently and accurately retell a range of age-appropriate stories, fairy stories and traditional tales. Drawing on what they already know on background information and vocabulary provided by the teacher, children can discuss and clarify the meaning of words and link these to known vocabulary.</p> <p>Children can recognise simple recurring literary language in stories and poetry.</p> <p>Children can discuss and clarify meanings of words usually linking new meanings to known vocabulary.</p> <p>Children can discuss their favourite words and phrases and give reasons for their choice.</p> <p>Children increase repertoire of poems and can recite some, with appropriate intonation to make the meaning clear.</p> <p>Children can demonstrate their understanding by drawing unprompted on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Children can draw inferences from illustrations and from events and characters actions and speech.</p>



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Children can modify their inferences by answering and asking questions.

Children can predict based on what has happened so far.

Children can explain and discuss their understanding of what has been read, acted out or listened to.

Children recognise the features of non-fiction books and know they are structured in different ways.