



Wincle Church of England Primary School Reading Expectations

Key Learning Indicators of Performance in Reading: Year 2

Spoken Language

Pupils should be taught to:

- ▶ *listen and respond appropriately to adults and their peers*
- ▶ *ask relevant questions to extend their understanding and knowledge*
- ▶ *use relevant strategies to build their vocabulary*
- ▶ *articulate and justify answers, arguments and opinions*
- ▶ *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- ▶ *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- ▶ *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- ▶ *speak audibly and fluently with an increasing command of Standard English*
- ▶ *participate in discussions, presentations, performances, role play, improvisations and debates*
- ▶ *gain, maintain and monitor the interest of the listener(s)*
- ▶ *consider and evaluate different viewpoints, attending to and building on the contributions of others*
- ▶ *select and use appropriate registers for effective communication.*

Word Reading	Comprehension
<ul style="list-style-type: none"> ▶ <i>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</i> ▶ <i>Re-read books to build up fluency and confidence in word reading.</i> ▶ <i>Read frequently encountered words quickly and accurately without overt sounding and blending.</i> ▶ <i>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</i> ▶ <i>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.</i> ▶ <i>Read longer and less familiar texts independently.</i> ▶ <i>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</i> ▶ <i>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace.</i> ▶ <i>Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</i> ▶ <i>Read further common exception words, noting tricky parts</i> 	<p><i>Developing pleasure in reading and motivation to read</i></p> <ul style="list-style-type: none"> ▶ <i>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, contemporary/classic poetry.</i> ▶ <i>Orally retell a wider range of stories, fairy tales and traditional tales.</i> ▶ <i>Sequence and discuss the main events in stories and recounts.</i> ▶ <i>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</i> ▶ <i>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</i> ▶ <i>Learn and recite a range of poems using appropriate intonation.</i> ▶ <i>Make personal reading choices and explain reasons for choices.</i> ▶ <i>Identify, discuss and collect favourite words and phrases.</i> ▶ <i>Introduce & discuss words within the context of a text.</i> <p><i>Understanding books which they can read themselves and those which are read to them</i></p> <ul style="list-style-type: none"> ▶ <i>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</i> ▶ <i>Uses tone and intonation when reading aloud.</i> ▶ <i>Activate prior knowledge, drawing on what they already know or on background information and vocabulary provided by the teacher, and raise questions e.g. What do we know? What do we want to know? What have we learned?</i> ▶ <i>Check that texts make sense while reading and self-correct.</i> ▶ <i>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</i> ▶ <i>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</i> ▶ <i>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</i> ▶ <i>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</i> ▶ <i>Make predictions based on what has been read so far.</i> ▶ <i>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</i> ▶ <i>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</i> <p><i>Participating in discussion</i></p> <ul style="list-style-type: none"> ▶ <i>Participate in discussion about what is read to them, listening to what others say.</i> ▶ <i>Make contributions in whole class and group discussion.</i> ▶ <i>Consider other points of view. Listen and respond to contributions from others.</i>

