Year Two Reading

Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

	Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Word Reading	1. I apply phonic knowledge and skills to decode unfamiliar words. 2. I am beginning to decode alternative sounds for some graphemes. 3. I am beginning to break words into syllables to help my reading. 4. I can read words with common suffixes: e.g (-ness) sadness, happiness and (-ly) lonely, slowly. 5. I can read 90 of the year one/two high frequency words by sight. 6. I can blend and segment words. 7. I can read purple books aloud using my reading skills and I re-read books to develop my fluency and confidence.	21. I can apply phonic knowledge and skills to consistently decode quickly and accurately. 22. I can decode alternative sounds for graphemes. 23. I can confidently break words into syllables to help my reading. 24. I can read words with common suffixes: e.g –ment, -less, -ness, -full, -ly 25. I can read 120 of the year one/two words 26. I only blend and segment for unfamiliar words. 27. I can read gold books aloud using a range of reading skills and I re-read books to develop my fluency and confidence.	**41. I can read accurately and with fluency, using phonics to decode unknown words where necessary.** **42. I blend sounds using the graphemes that I have been taught and I recognise the graphemes which have alternative sounds.** **43. I can read words with two or three syllables accurately.** **44. I can read words with common suffixes.** **45. I can read 130 of the year one/two words.** **46. I can read most words quickly and accurately, without overt sounding out.** **47. I can read white books aloud using my skills without hesitation and I re-read books to develop my fluency and confidence.**	I have all of the expected strands and I am embedding these skills in all subjects.

	Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Comprehension	8. I am beginning to talk about poems and books that an adult has read to me (text above their reading scheme level).	28. I able to talk about poems and books that an adult or learning partner has read to me (text above their reading scheme level).	**48. I listen to, discuss and express my views about contemporary and classic poetry, stories and non fiction at a level beyond what I can read on my own.**	*I have all of the expected strands and I am embedding these skills in all subjects*
	9. I can retell text with prompts.	29. I can retell text in sequence both orally and through writing.	**49. I discuss the sequence of events accurately from books and how items of information are related.**	
	10. I can retell some traditional stories both orally and through writing.	30. I know a range of traditional and fairy stores which I can retell verbally and in writing.	**50. I am familiar with and can retell a range of stories, fairy and traditional tales.**	
	11. I am familiar with the structure of a non-fiction book eg. contents, index, glossary.	31. I can discuss the features of a non-fiction book	**51. I have been introduced to non fiction books that are structured in different ways and can discuss their purpose.**	
	12. I can identify rhyming words in a poem.	32. I can identify rhyming words in poetry or rhyming stories.	**52. I can recognise simple recurring language in stories and poetry**	
	13. I am beginning to talk about my favourite words and phrases that I find in different types of text.	33. I can talk about the meaning of new words from different types of text.	**53. I discuss and clarify the meaning of new vocabulary and discuss my favourite words and phrases.**	
	14. I can independently recite at least one poem by heart.	34. I am beginning to recite poems using intonation.	**54. I am building up my repertoire of poems, reciting them with appropriate intonation to make the meaning clear.**	
	15. I can recognise when my reading does not make sense.	35. I recognise when my reading does not make sense and I independently go back and check it.	**55. I self correct to ensure my sentences make sense to me**	
	16. I can read the question words accurately (who, what, which, where, why, how).	36. I understand the differences in meaning between the question words.	**56. I answer questions about the text showing I understand the question words.**	
	17. I am beginning to talk about what I have read and what it means to me. I can then make a suitable prediction for what might happen next.	37. I am beginning to infer meaning from text e.g. a character being angry when they shout. I make sensible predictions for what might happen next based on what has been read so far.	**57. I make inferences on the basis of what is being said and done and I can predict what might happen on the basis of what has been read so far.**	
	18. When prompted I ask and answer questions about my reading.	38. I can use the question words (e.g. who, what, which, when, why, how) to further my understanding.	**58. I independently ask and answer questions to further my understanding.**	
	19. During guided reading I talk about the books/text that I have read.	39. With a partner I am able to talk about the books/text that I have read.	**59. I participate in discussions about books and poems, taking turns and listening to what others say. I draw on what I know or on background information provided by my teacher.**	
	20. I am beginning to explain and discuss my understanding of books and poems.	40. I can confidently explain and discuss my understanding of books and poems.	**60. I can explain and discuss the understanding of a range of books and poems.**	