

Expectations in Reading – Year Two – Mengham Infants

Reading words

1. Apply phonic knowledge and skills to decode words by blending the sounds in words that contain the graphemes taught.
2. Apply phonic knowledge and skills to decode words by recognising and reading alternative sounds for graphemes.
3. Apply phonic knowledge and skills to decode words by reading accurately words of two or more syllables that contain the same GPCs as above.
4. Decode automatically and fluently: read most (93% - 95%+) words quickly and accurately when they have been frequently encountered without overt sounding and blending.
5. Read words containing common suffixes.
6. Read further common exception words.
7. Read and notice unusual correspondence between grapheme and phoneme (eg wash, jealous).
8. Read aloud books (and other texts) closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
9. Read these books (and other texts) fluently and confidently, possibly by re-reading to build up this skill.

↘ Apply phonic knowledge confidently.

Finding and understanding facts

10. Understand both the books / texts that they can read accurately and fluently and those they listen to.
11. Read for meaning, checking that the text makes sense and correcting inaccurate reading.
12. Locate information using contents and index.
13. Recounts main themes and events by showing understanding of the main points of the text.
14. Answer appropriate questions about events and characters.
15. Ask appropriate questions about events and characters.
16. Discuss and clarify word definitions, linking new meanings to known vocabulary.

↘ Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.

↘ Self-correct, look backwards and forwards in the text and search for meaning.

Finding and understanding clues

17. Draw simple inferences from illustrations and text on the basis of events, character's actions, speech.
18. Make predictions on the basis of what has been read so far.
19. Answer appropriate questions about inferred events and characters.
20. Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.
21. Ask appropriate questions about inferred events and characters.

↘ Make sensible predictions about what is likely to happen in the story and to different characters.

↘ Comment on the way characters relate to one another.

↘ Identify and comment on main characters in stories and the way they relate to one another.

Organisation

22. Be aware that non-fiction books (and other texts) are structured in different ways.
23. Discuss the sequence of events in books (and other texts) and how items of information are related.

↘ Comment and begin to justify on the organisation and presentation of the text.

Writer's choice of language

24. Know and recognise simple recurring literary language in stories and poetry.
25. Talk about favourite words and phrases.
26. Answer and ask appropriate questions about writer's choice.
27. Make links between spellings, punctuation and grammar that has been taught.

↘ Know how suspense and humour is built up in a story, including the development of the plot.

↘ Explain why they like particular words and phrases.

Readers' opinions

28. Develop pleasure in reading, motivation to read, vocabulary and understanding.
29. Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions eg plot, settings, characters.
30. Talk about and give an opinion on the above range of texts.

Context

31. Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.
32. Become increasingly familiar with a wider range of stories, fairy stories and traditional tales.
33. Use prior knowledge and context and vocabulary explored to understand texts.

↘ Talk about the context of a text and how it affects the story.

↘ Recognise similarities in the plot or characters within different stories.

Oral retelling and performance

34. Use punctuation to vary pace eg pauses appropriately at full stops and commas.
35. Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language.
36. Begin to use punctuation to vary expression eg questions with different intonation (?), character voices (" ").
37. Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

↘ Read ahead to aid fluency and expression.

↘ Enhance meaning through expression and intonation.

↘ Read poetry, using intonation and expression, and handle humour appropriately when