

Year 2 reading programme of study

Meeting reading skills with wider reading opportunities	
Reading across the curriculum	To take part in discussions about books, poems and other works - taking turns and listening to what others say
	To explain and discuss their understanding of books, poems and other works
	To explore characters through role-play and other drama techniques
	To be able to retell some familiar stories that have been read to or discussed with me
	To become increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales
	To exercise choice in selecting books (when decoding skills are embedded)
	To continue to build a repertoire of poems learned by heart
	To recite learnt poems with appropriate intonation to make meaning clear
	To ask and answer questions
	To develop pleasure in reading and motivation to read
Reading to children	To listen to a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently (including whole books)
	To discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently (including whole books)
	To retell a shortened version of a story that has been read to me

Guided reading	
Decoding	To apply phonic knowledge and skills as the route to decode words (until automatic decoding is embedded and reading is fluent)
	To read aloud books closely matched to their improving phonic knowledge (sounding out unfamiliar words accurately, automatically and without undue hesitation)
	To re-read closely matched phonic books to build up their fluency and confidence in word reading
	To read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
	To be able to read unfamiliar words containing common graphemes accurately and without undue hesitation
	To read accurately by blending sounds in words that contain the grapheme taught so far
	To recognise alternative sounds for graphemes
	To read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
	To read accurately most words of two or more syllables
	To read many common exception words
	To read most common exception words
	To read aloud many words quickly and accurately without overt sounding and blending in a book closely matched to the GPCs
	To read words accurately and fluently without overt sounding and blending (e.g. at over 90 words per minute)
	To sound out unfamiliar words accurately in a book closely matched to the GPCs
	To sound out most unfamiliar words accurately, without undue hesitation
To read further common exception words, noting unusual correspondence between spelling and sound and where these occur	
To read most words containing common suffixes	
To read most words quickly and accurately without overt sounding and blending (when they have been frequently encountered)	
To read each syllable of a word separately before combining them.	
To check the text makes sense to them as they read (in a book I can read fluently)	
To correct inaccurate reading	
Predicting	To predict what might happen on the basis of what has been read so far
	To predict what might happen in a book I can read independently on the basis of what has been read so far
	To make links between the book they are reading independently and other books they have read
Understanding	To discuss the sequence of events in books and how items of information are related
	To be introduced to non-fiction books that are structured in different ways
	To recognise simple reoccurring literary language in stories and poetry
	To discuss and clarify the meanings of words (linking new meanings to known vocabulary)
	To show understanding of books through drawing on what they already know
	To show understanding of books through drawing on background information or vocabulary provided by the teacher
	To ask about the meanings of any words I don't understand
	To work out the meanings of unknown words (using morphology such as prefixes)
To increase awareness of grammar so that I can recognise the difference between spoken and written English	
Directed questions	To discuss their favourite words and phrases
	To find words that give key information from across several paragraphs (e.g. How a character is feeling)
	To answer factual questions showing an understanding of what I've read.
Deduction questions	To reference my deductions with evidence from the text
	To answer 'why' questions about a text
	To make deductions from a range of clues
Inference questions	To answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them
	To answer questions and make some inferences on the basis of what is being said and done in a book I can read fluently
	To understand cause and effect in narrative and non-fiction (what has prompted a character's behaviour, why certain dates are commemorated annually)
	To make inferences on the basis of what is said and done in a book I can read independently
Summarising	To retell a shortened version of a story that I have read
	To make simple statements about likes and dislikes in reading (with reasons)
	To order events from a story to show the sequence of events

Highlighted statements from interim assessment