

Year 2	Step 7	Step 8
<p>- Re-read books to build up fluency and confidence in word reading.</p> <p>- Pupils should revise and consolidate the GPCs and common exception words taught in Yr1. As soon as pupils can read words comprising of the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading.</p>		
Word reading	<ul style="list-style-type: none"> - I can read a range of words on sight and am able to use my phonic strategies to read more complex words. - I can read words with common suffixes. - I notice contractions, but need some support to read them accurately. - I know the function of full stops when reading and I show this when reading aloud. 	<ul style="list-style-type: none"> - I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily. - I can predict alternative grapheme sounds in unfamiliar words. - I can read multi syllabic words I can read words containing common suffixes. - In contractions, I understand the apostrophe is replacing the missing letters. - I can read aloud taking into account of punctuation and author intention.
<p>Range of Texts</p> <ul style="list-style-type: none"> - Being introduced to non-fiction books that are structured in different ways. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 		
Comprehension	<ul style="list-style-type: none"> - I understand the key events or features of a text. - I can simply comment on beginning, middle and end. - I can work with a group to answer questions about texts. - I know how non-fiction texts are structured and can name some of their features. - I can recite some lines from simple poems, saying what I like. - I can explain the meaning of words in context. - I can recognise interesting words. - I can recognise key themes within a text, linked to familiar stories. - I can say what I think about books, poems and non-fiction. - I can use the front cover and book title, as well as illustrations to make reading choices. 	<ul style="list-style-type: none"> - I understand how the key events in a story result in the final outcome. - I can discuss, in a group, the sequence of events in a story. - I can answer questions about text I have read. - I know how non-fiction texts are structured and I can refer to the key features – explaining their purpose. - I can recite poem appreciating these. - I can discuss words and phrases. - I can recognise key themes within a text, linked to familiar stories. - I am able to take part in discussions about books, poems and non-fiction texts. - I can use the front cover and book title, as well as illustrations and the words inside to make reading choices.
Language for effect	<ul style="list-style-type: none"> - I can recognise rhyming words - I can recognise tongue twisters/alliteration 	<ul style="list-style-type: none"> - I can identify how vocabulary choices affect meaning – ‘Crept lets you know he’s trying to be quiet’. - I can recognise words that sound like their meaning
Making inferences	<ul style="list-style-type: none"> - I can comment on character’s actions. - I can provide simple explanations about events. - I can explore what I think is going to happen in a text. 	<ul style="list-style-type: none"> - I am beginning to understand the reasons for a character’s behaviour. - I can discuss possible reasons for events. - I can explore what I think is going to happen and suggest why I think this.

Year 2	Step 8	Step 9
<p>- Re-read books to build up fluency and confidence in word reading.</p> <p>- Pupils should revise and consolidate the GPCs and common exception words taught in Yr1. As soon as pupils can read words comprising of the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading.</p>		
<p>Word reading</p>	<ul style="list-style-type: none"> - I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily. - I can predict alternative grapheme sounds in unfamiliar words. - I can read multi syllabic words I can read words containing common suffixes. - In contractions, I understand the apostrophe is replacing the missing letters. - I can read aloud taking into account of punctuation and author intention. 	<ul style="list-style-type: none"> - I can read familiar words quickly, without needing to sound them out. - I can read common suffixes, understanding the impact on root words. - I can use a range of decoding strategies. - I can use syllable boundaries to read each syllable then combine them to read a word - I can self -correct when I have read a sentence incorrectly. - I can accurately read words with contractions. - I can read all (Year 1 & 2 HFW).
<p>Range of Texts</p> <p>- Being introduced to non-fiction books that are structured in different ways.</p> <p>- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>		
<p>Comprehension</p>	<ul style="list-style-type: none"> - I understand how the key events in a story result in the final outcome. - I can discuss, in a group, the sequence of events in a story. - I can answer questions about text I have read. - I know how non-fiction texts are structured and I can refer to the key features – explaining their purpose. - I can recite poem appreciating these. - I can discuss words and phrases. - I can recognise key themes within a text, linked to familiar stories. - I am able to take part in discussions about books, poems and non-fiction texts. - I can use the front cover and book title, as well as illustrations and the words inside to make reading choices. 	<ul style="list-style-type: none"> - I can retell a story, referring to most of the key events and characters. - I can summarise a story, giving the main points clearly in sequence. - I can find the answers to questions in non-fiction, stories and poems. - I can locate specific information e.g. key information/events, characters names etc. - I can decide how useful a non-fiction text is for the purpose. - I continue to build up a repertoire of poems learnt by heart, with appropriate intonation - I can discuss my favourite words and phrases and how it affects meaning. - I can recognise key themes and ideas within a text. - I can participate in discussions about books, poems and other works and can compare similarities and differences between texts. - I can make choices about which texts to read, based on prior reading experiences.
<p>Language for effect</p>	<ul style="list-style-type: none"> - I can identify how vocabulary choices affect meaning – ‘Crept lets you know he’s trying to be quiet’. 	<ul style="list-style-type: none"> -I can understand some differences between spoken and written language -I can recognise simple similes

	- I can recognise words that sound like their meaning	
Making inferences	<ul style="list-style-type: none"> - I am beginning to understand the reasons for a character's behaviour. - I can discuss possible reasons for events. - I can explore what I think is going to happen and suggest why I think this. 	<ul style="list-style-type: none"> - I can make simple inferences about thoughts and feelings of characters and reasons for their actions. - I can discuss reasons for events, by using clues in the story. - I understand why a writer has written a text – 'She wants you to know how to make a kite'. - I can make predictions based on reading other books by the author and my own experiences. - I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'.