

Reading Overview – Year Group End Points – Year 2

Year 2	Decoding:	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.
	Fluency	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Reread these books to build up their fluency and confidence in word reading Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Enhance meaning through expression and intonation
	Retrieval	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Generates questions before reading Recalls the qualities of characters Extract information from non-fiction texts, appropriately using contents, index, chapters, heading and glossary Self-correct, look backwards and forwards in the text and search for meaning
	Inference	Checking that the text makes sense to them as they read, and correcting inaccurate reading Making inferences on the basis of what is being said and done

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		Answering and asking questions To explain and discuss understanding of books, poems and other material, both those read aloud and those read independently Identify and comment on main characters in stories and the way they relate to one another Recognise similarities in the plot or characters within different stories
	Prediction and organisation text features	Being introduced to non-fiction books that are structured in different ways Predicting what might happen on the basis of what has been read so far Predicts the different sorts of information that might be found in a book. Makes predictions using experience of reading books written by the same author or based on similar themes. Discuss the sequence of events in books and how they are related to each other Identifies and discusses the way information texts are organised and use this in reading simple texts.
	Summarising	Discussing the sequence of events in books and how items of information are related
	Vocabulary and language	Recognising simple recurring literary language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher
	Love of reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Talk about and give an opinion on the above range of texts Answer and ask appropriate questions Recognises the publishing style of particular authors Talk about the context of a text and how it affects the story Retell key stories orally using narrative language Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

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		Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Reads aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks. Read poetry, using intonation and expression, and handle humour appropriately when needed
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