

## Willow Primary Academy Reading End Points – Year 2



### Year 2 Autumn

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> <li>- Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>- Explain and discuss their understanding of texts, both those that they listen to and those which they read for themselves</li> <li>- Use pictures or words to make inferences</li> <li>- Predict what might happen on the basis of what has been read so far</li> <li>- Express own views about a text</li> <li>- Read and answer simple questions about what they have read</li> <li>- Order events from a text</li> <li>- Discuss the sequence of events in texts</li> <li>- Make inferences about characters feelings using what they say and do</li> <li>- Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>- Discuss the sequence of events and how items of information are related</li> <li>- Begin to read non-fiction texts that are structured in different ways</li> <li>- Participate in discussions about books, poems and other works that that are read to them and those that can be read by themselves; taking turns and listening to what others' say</li> <li>- Discuss some similarities between texts</li> <li>- Ask questions about what they have read</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and clarify the meanings of words, linking new meaning to known vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss favourite words and phrases</li> </ul>
Fluency	Poetry and Performing/Oracy	Range of Reading/Familiarity of Texts
<ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills consistently to decode quickly and accurately</li> <li>- Read accurately by blending, including alternative sounds for graphemes</li> <li>- Read multi-syllabic containing these graphemes</li> <li>- Read some phonically decodable books with fluency, sounding out unfamiliar words automatically</li> <li>- Re-read books to build up fluency and confidence</li> <li>- Chunk language units together in texts to practise phrasing within reading (e.g. once upon a time)</li> <li>- Take notice of and use punctuation to phrase correctly when reading aloud</li> <li>- Track text with eyes (the pace of reading should not be dictated by finger pointing)</li> <li>- Begin to improve fluency in reading by being exposed to echo, choral and partner reading that is modelled explicitly by the teacher</li> <li>- Read common suffixes (such as: -ment, -less, -ness, -ful and -ly)</li> <li>- Read most words quickly and accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>- Build up a repertoire of poems learned by heart, appreciate these and recite some with appropriate intonation to make meaning clear</li> <li>- Listen to the opinions of others</li> <li>- Retell using a wider variety of story language</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to, discuss and express views about a wide range of texts at a level beyond which they can read independently</li> <li>- Become increasingly familiar with and retell a wide range of stories</li> </ul>

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Year 2 Spring

Book Talk – Understanding and Discussing	Word Meanings/Vocabulary	Authorial Intent
<ul style="list-style-type: none"> <li>- Discuss the sequence of events and how items of information are related</li> <li>- Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>- Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>- Begin to read non-fiction texts that are structured in different ways</li> <li>- Participate in discussions about books, poems and other works that that are read to them and those that can be read by themselves; taking turns and listening to what others' say</li> <li>- Explain and discuss their understanding of texts, both those that they listen to and those which they read for themselves</li> <li>- Make inferences about characters feelings using what they say and do</li> <li>- Use pictures or words to make inferences</li> <li>- Ask questions about what they have read</li> <li>- Predict what might happen on the basis of what has been read so far</li> <li>- Express own views about a text</li> <li>- Discuss some similarities between texts</li> <li>- Read and answer simple questions about what they have read</li> <li>- Order events from a text</li> <li>- Discuss the sequence of events in texts and how items of information are related</li> <li>- Begin to discuss how events are linked focusing on the main content of the story</li> <li>- Infer basic points and begin to pick up on more subtle references</li> <li>- Draw on previously taught knowledge</li> <li>- Make predictions using their own knowledge to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and clarify the meanings of words, linking new meaning to known vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss favourite words and phrases</li> </ul>
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Year 2 Summer

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