

Revised Year 2 reading statements 2017-18

Word reading					
Can read all of the Y1/2 HFW without sounding and blending					
Can use a range of phonics strategies when reading unknown words; however, may need support when reading long vowel phonemes that have several representations (e.g. ai, a_e) or graphemes that have more than one sound (e.g. bread, read, beach)					
Knows the function of full stops, ! and ?, and when reading takes account of these when reading aloud.					
Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-portant).					
Can read words with contractions (e.g. I'm, we'll) and understand that the apostrophe represents the omitted letter(s).					
Can identify when reading does not make sense and self corrects in order for the text to make sense.					
Is beginning to use contents and index pages to locate information in non-fiction texts.					
Can listen to, discuss (taking turns) and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction, at a level beyond that at which they can read independently.					
Can use the front cover, book title as well as illustrations and words inside to make reading choices.					
Range					
Can explain and discuss their understanding of books, poems and other material (both those that they listen to and) those they read for themselves.					
Can distinguish between fiction and non-fiction					
Comprehension – 1a draw on knowledge of vocabulary to understand texts					
Can explain the meaning of 'WOW' words in context (appropriate level of book) (e.g. despair, marvel, undecided). 1a					
Comprehension -1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information					
Can locate specific information on a given page in response to a direct question (e.g. key events, characters' names etc or key information on a non-fiction page) 1b					
Can ask questions before reading a non fiction texts - look for the answers within the text when reading1b					
Comprehension – 1c identify and explain the sequence of events in texts					
Discuss the sequence of events in books and how items of information are related. 1c					
Can summarise a story, giving the main points clearly in sequence. 1c					
Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms because of its unfamiliarity but children have got the gist of the story as a whole).1c					
Comprehension – 1d make inferences from the text					
Can comment on obvious characteristics and actions of characters in stories					
Can provide simple explanations about events or information (e.g. why a character acted in a part. way) 1d					
Can discuss reasons for events in stories by beginning to use clues in the story.					
Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions. 1d					
Comprehension – 1e predict what might happen on the basis of what has been read so far					
Can make predictions about a text using a range of clues (e.g. experiences of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb) 1e					
Comprehension – 2f identify / explain how information / narrative content is related and contributes to the meaning as a whole					
Is able to talk about some of the features of certain non fiction texts (non chron report, information poster, letter, recount, etc.) that are structures in different ways.2f					
Comprehension – 2g identify / explain how meaning is enhanced through choice of words and phrases					
Can talk about how different words and phrases affect meaning.2g					
Can recognise simple (recurring) literary language in stories and poetry.2g					
Can discuss their favourite words and phrases.2g					
Comprehension – 2h make comparisons within the text					
Can compare similarities and differences between texts/books in terms of character, settings and themes. 2h					
Can relate stories / texts to their own experiences, including story settings and incidents 2h					
Can draw on what they already know or on background information and vocabulary (provided by the teacher).2h					
Oral retelling and performance					
Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear					
Becoming increasingly familiar with (and retelling), a wider range of stories, fairy stories and traditional tales.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
/ 31	/ 31	/ 31	/ 31	/ 31	/ 31