

Y2 STATEMENTS								
D	can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent							
D	can read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes							
D	can read accurately most words of two or more syllables that contain the same graphemes as above							
D	can read most words containing common suffixes							
D	can read most further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word							
D	can read most words quickly and accurately, without over sounding and blending, when they've been frequently encountered							
D	can read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation							
C	can discuss the sequence of events in books and how information is related							
C	is becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales							
C	can recognise simple recurring literary language in stories and poetry							
C	can check that a familiar book makes sense to them							
D/ C	can discuss and clarify the meanings of words, linking new meanings to known vocabulary							
D	can check that the text makes sense to them as they read and correct inaccurate reading							
C	can begin to make inferences on the basis of what is being said and done							
C	can predict what might happen on the basis of what has been read so far							

Next steps/date:

e.g. 10.01.18 - revisit inference skills with NN, KS and RT

Other objectives to be aware of:

- To re-read these books to build up their fluency and confidence in word reading
- To listen to, discuss and express views about a wide range of poetry, stories and non-fiction which they can read independently
- To be introduced to non-fiction books that are structured in different ways
- To discuss their favourite words and phrases
- To recite some poems, with appropriate intonation to make the meaning clear. To build up a repertoire of poems learned by heart.
- To drawing on what they already know or on background information and vocabulary provided by the teacher
- To answer and ask questions
- To 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
- To explain and discuss their understanding of books, poems and other material, both listened to and read

Books the group have read/reader band: (Recommended readers for KS1 are Reader A-L.)

e.g. 10.01.18 – Reader I - Twinkle
Twinkle Firefly (Poetry).

TO ACHIEVE GREATER DEPTH:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.