



Year Two Reading Expectations – updated November 2022

Word Reading	Vocabulary, Book Talk & Oracy	Comprehension – Retrieval (continued)	Comprehension – Inference Greater Depth	Comprehension – theme & comparison	Comprehension - summarising
Decode using meaning, structure and picture clues to help	Investigate and make sense of new vocabulary including making links between new words, known words, prior knowledge and previous reading or personal experience				
Read accurately and automatically without overt sounding and blending a 90 words per minute	Discuss word meanings make links to prior knowledge	Answer a range of question styles to retrieve information from a text True/False/Prove It. Complete missing facts from a table. Provide more than one example. Tick the correct box	Develop inference - answering questions by explaining their thoughts about a character or events with reference to a text or tracking emotions of character through a text	Identify the purpose or theme to a text eg. To persuade, to inform, to show a moral, to create empathy	Identify the 'who' 'what' 'where' and 'when' in a text
Read accurately words of two or more syllables that contain the same GCP's e.g. unicorn, gingerbread, and handkerchief.	Vocabulary, Book Talk & Oracy Greater Depth				
Read all common exception words	Independently collect vocabulary and phrases from reading to apply into writing eg. A simple reading journal				
Use expression, volume, tone and intonation when reading aloud			Demonstrate Active Reading Strategies of Questioning, Predicting, Connecting and Evaluating eg. Through simple reading journal	Makes some simple connections between texts, eg similarities in plot/topic or books by same author, about same characters	Story map a text
Develop a positive attitude towards reading – sustain concentration manage distractions . Purple by the end of Autumn Two. Gold by the end of Spring Term. White by the end of Summer Term	Poetry	GD Retrieval	Comprehension – explanation & evaluation		Sequence/number given statements in the order they happen in a text
	Recite and perform poetry – begin to use expression and intonation with support	Retrieve information from more than one text and apply to own writing to create a paragraph of information or producing an independent Fact File	Recognise and understand the different structures of non-fiction		
	Comprehension - prediction				
Word Reading Greater Depth	Predict what might happen on the basis using text, illustration and previous experience	Comprehension - Inference	Provide both verbal and written opinions about a text and begin to justify with evidence		
Read independently for pleasure at length whilst managing distractions. Read above the expected reading level for each assessment point throughout the year	Comprehension – prediction Greater Depth	Draw simple inferences from illustrations, events and characters actions, feelings and speech from using evidence from the text	Comprehension – explanation & evaluation		
Vocabulary, Book Talk & Oracy	Begin to evaluate and change predictions on the basis of what has been read so far	Use prior knowledge, context and vocabulary explored to understand text to provide reasons or explanations	Make comments of language choice and begin to explain why it is used.		
Talk about fav words & phrases	Comprehension - retrieval	Use the above skills to independently answer 'why' test style questions	Recognise the effects on the reader of simple presentation and organisation structures		
Orally retell stories including fairy stories and traditional tales – begin to use expression and intonation	Use the skills of skimming and scanning to retrieve information from a text for a range of purposes eg. write a simple answer to a question or create a fact file (including theme)	Use inference as an Active Reader to raise and self-answer questions at the beginning, part-way through and end of a text			
Expand vocabulary by learning and using new words and phrases from reading, including theme and spelling them correctly using classroom resources as an aid					

Participate in discussion about texts – Begin with sentence stems. Express views, preferences and opinions. Explain understanding eg. Reasons for events taking place. Participate in discussion eg. Taking turns and listening	Use the features of non-fiction texts to locate information				
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	--	--	--	--