

End of Year 2 Reading Objectives

Reading - Comprehension			
Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
	Discuss events.	Generally, pleasure in reading is developed by discussing the sequence of events in books and how items of information are related. With prompts, the story is retold from the text and illustrations	Without support, comments are made on events in the story using quotations or references from the text appropriately
	Predict events.	Generally, predictions are made as to what might happen, in both books that are read accurately and those that are listened to, on the basis of what has been read so far.	Plausible predictions are made independently based on knowledge of the text. Predictions are justified by referring to the text without support
	Join in with stories or poems.	Generally, there is participation in stories or poems. This involves keeping pace, taking note of punctuation and using it to keep track of longer sentences.	Without support, there is participation in stories or poems. This involves keeping pace, taking note of punctuation and using it to keep track of longer sentences. Interest in longer texts is sustained.
	Check that reading makes sense and self-correct.	Generally, checks are made that the text makes sense while reading, and inaccurate reading is corrected. Generally checks are made that the word(s) that have been decoded fit with what else has been read and make sense in the context of what is already known.	Independent self-correction takes place to ensure that reading makes sense
	Draw inferences from reading such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Generally, simple inferences are made about characters, based on what is said or done in books that are read accurately and those that are listened to. For example, there is understanding of simple cause and effect and what may have prompted a character's behaviour in a story.	There is independent recognition of how characters are presented in different ways and responses are made to this with reference to the text. Without support, reasoned judgements are made on characters' actions.
	Ask and answer questions about texts.	Generally, specific information is located in response to a simple question in books that are read accurately and those that are listened to. Straightforward questions can be answered and asked about a text.	Information is located independently, confidently and efficiently by using appropriate skills and strategies. Relevant questions are asked about texts, and questions are answered using evidence from the text

	Discuss favourite words and phrases.	Generally, favourite words and phrases in a text are identified and discussed, for example, language choices, such as rhyme or alliteration, or 'sparkling' as a good word choice.	Significant words and phrases are identified independently and there is the beginnings of an ability to consider the effect on the reader, for example, by identifying the language used to create moods and build tension
	Listen to and discuss a wide range of texts.	A wide range of poetry, stories and non-fiction is listened to and discussed, and views are expressed. This includes texts at a level beyond those that can be read independently. Turns are taken and what others say is listened to. There is some awareness that writers write for particular purposes	Without support, a wider range of texts is listened to and discussed. There is an understanding of how style and vocabulary are linked to the purpose of the text.
	Recognise and join in with (including role-play) recurring language.	Generally, there is recognition of and participation in recurring language in stories and poetry. During role play, recurring language and/or familiar story language, such as 'Once upon a time...', 'Not now, Bernard', are tried out. Expression, volume and action begin to be used in order to show an understanding of performance.	Without support, there is recognition of and participation in with recurring language in stories and poetry. During role play, expression, volume and action are used in order to show an understanding of performance.
	Explain and discuss understanding of texts.	Generally, an understanding of books, poems and other material is explained and discussed. This includes texts that are listened to and those that are read independently.	Without support, a text is clearly explained and an understanding of it is discussed. Links are beginning to be made between different texts.
	Discuss the significance of the title and events.	Generally, the title, blurb and illustrations are located and discussed and there is an understanding of their purpose. The title, blurb and illustrations begin to be used to help make informed choices, for example, to choose a book that will help during research.	Without support, the title, blurb and illustrations are located and discussed, and their purpose is understood. The title, blurb and illustrations are used effectively to help make informed, independent choices.

Reading – Word Reading

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To read words accurately	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	There is a speedy response with the correct sound to graphemes (letters or groups of letters) for all phase 2, 3 and 5 phonemes. Alternative sounds for graphemes begin to be included	There is a speedy response with the correct sound to graphemes (letters or groups of letters) for all phonemes, including alternative sounds for graphemes. Read
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Sounds are blended accurately in unfamiliar words containing GPCs that have been taught.	Sounds are blended independently in unfamiliar words using taught GPCs.
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Generally, common words, including the first 100 high frequency words, are read and unusual correspondences between spelling and sound and where these occur in a word are noted	Common exception words are read independently, and unusual correspondences between spelling and sound and where these occur in a word are noted.
	Read words containing common suffixes.	Words containing common suffixes, including -s, ---es, -ing, -ed, -er , -est , ful, -ly, -ment, -ness, -y and -tion endings, are generally read.	Knowledge of word formation and a more extensive range of prefixes and suffixes is used to construct the meanings of words in context.
	Read other words of more than one syllable that contain taught GPCs.	Generally, phonically decodable words of more than one syllable are read with accuracy and fluency.	Phonically decodable two and three syllable words are read independently and with accuracy.
	Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).	Generally most contractions are read accurately and there is understanding that the apostrophe represents the omitted letter(s).	Knowledge of the different uses of the apostrophe is applied to maintain understanding
	Re-read books to build up fluency and confidence in word reading.	Books are re-read smoothly, with fluency, pace, phrasing and expression	Books are re-read independently, smoothly and with fluency, pace, phrasing and expression
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Most words are generally read quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Most words are read independently, quickly and accurately, without overt sounding and blending, when they have been frequently encountered.