

National Curriculum 2014

Reading objectives - Year 2

Objective	Child Speak Target
Word	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	<i>I can read words quickly because I know how to sound out all parts of a word.</i>
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	<i>I read by blending together the sounds I know and can read out within a word.</i>
Read accurately words of two or more syllables that contain the same graphemes as above.	<i>I can read words with two or three syllables.</i>
Read words containing common suffixes.	<i>I can read words with common word endings, such as -ing and -ed.</i>
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read a range of unusual words from our word lists.</i>
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	<i>I can read most words quickly and accurately.</i>
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>When I see a word I have not read before, I can sound out the word without help from an adult.</i>
Re-read these books to build up their fluency and confidence in word reading.	<i>When I re-read my books, I become better and better at reading the text.</i>
Comprehension	
Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>
Discussing the sequence of events in books and how items of information are related.	<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	<i>I can tell you about all the different stories I have read.</i>
Being introduced to non-fiction books that are structured in different ways.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>
Recognising simple recurring literary language in stories and poetry.	<i>I can recognise simple language patterns in stories and poems.</i>
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	<i>I discuss the meaning of words.</i>
Discussing their favourite words and phrases.	<i>I am happy to tell you my favourite words and phrases from my reading.</i>
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<i>I can say out loud a number of poems I have learnt.</i>
Drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>
Checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I read through it.</i>
Making inferences on the basis of what is being said and done.	<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>
Answering and asking questions.	<i>I can answer and ask questions about what I have read.</i>
Predicting what might happen on the basis of what has been read so far.	<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>
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.	<i>I take turns to discuss and listen to others about what I have read.</i>
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<i>I can explain and discuss what has happened in books that either I have read or have been read to me.</i>