

YEAR TWO			
	Working Towards	Secure	Greater Depth
Word Reading	<p>Usually reads aloud books consistent with phonic knowledge with increasing accuracy and fluency and can self-correct when whilst reading. Read aloud many words quickly and accurately without overt sounding and blending* Sound out many unfamiliar words accurately*</p> <p>Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words. Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes *</p> <p>Reads accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*</p> <p>Read many common exception words*</p>	<p>Decoding is established, and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <ol style="list-style-type: none"> 1. Reads accurately most words of two or more syllables* 2. Reads most words containing common suffixes* 3. Reads most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words* 4. Sound out most unfamiliar words accurately, without undue hesitation* <p>Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught. Reads most common exception words*</p> <p>Re-reads books to build up fluency and confidence.</p>	<p>Automatic decoding is established, and a range of texts are read independently with consistent accuracy, fluency and confidence.</p> <p>To Note - For the TAFs, pupils working at GDS will also be secure and have achieved all statements in the EXPECTED standard. ***</p>

<p>Comprehension</p>	<p>Is able to make choices about the books they read.</p> <p>Discusses the sequence of events in books and how items of information are related</p> <p>Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognises simple recurring literary language in stories and poetry</p> <p>Demonstrates understanding of both the books that they can already read accurately and fluently and those that they listen to by: - predicting what might happen on the basis of what has been read so far - talking about key characters and events Answer questions in discussion with the teacher and make simple inferences*</p> <p>Recognises some of the features of non-fiction texts</p>	<p>Is able to explain why they prefer certain books or stories.</p> <p>Listens to, discusses and expresses 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.</p> <p>Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.</p> <p>Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by: - participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts.</p> <p>Demonstrates knowledge of non-fiction books that are structured in different ways.</p> <p>**In a book that they can already read fluently, the pupil can</p> <ol style="list-style-type: none"> 1. Check it makes sense to them, correcting any inaccurate reading 2. Answer questions and make some inferences 3. Explain what has happened so far in what they have read <p><i>Refer to additional notes on the TAFs for each statement</i></p>	<p>Is able to express preferences based on genre, author or topic.</p> <p>Recognises recurring literary language in stories and poetry and is beginning to relate these to author or genre.</p> <p>New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by: - making plausible inferences and predictions based on what has been read, offered and explained. - answering and asking questions</p> <p>Demonstrates an understanding of more challenging age appropriate texts.</p> <p>***The pupil can, in a book they are reading independently:</p> <ol style="list-style-type: none"> 1. Can make inferences 2. Make a plausible prediction about what might happen on the basis of what has been read so far 3. Make links between the book they are reading and other books they have read
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