



# Year 2 Reading Tracker

## Bowerham Primary and Nursery School

### Key Learning in Reading: Year 2

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li><li>▪ Re-read books to build up fluency and confidence in word reading.</li><li>▪ Read frequently encountered words quickly and accurately without overt sounding and blending.</li><li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li><li>▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</li><li>▪ Read longer and less familiar texts independently.</li><li>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li><li>▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</li><li>▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less, -ly, -ing, -ed, -er, -est, -y</i>.</li><li>▪ Read further common exception words, noting tricky parts (see below).</li></ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"><li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</li><li>▪ Orally retell a wider range of stories, fairy tales and traditional tales.</li><li>▪ Sequence and discuss the main events in stories and recounts.</li><li>▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li><li>▪ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).</li><li>▪ Learn and recite a range of poems using appropriate intonation.</li><li>▪ Make personal reading choices and explain reasons for choices.</li></ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"><li>▪ Identify, discuss and collect favourite words and phrases.</li><li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li><li>▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</li><li>▪ Use tone and intonation when reading aloud.</li><li>▪ Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li><li>▪ Check that texts make sense while reading and self-correct.</li><li>▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</li><li>▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></li><li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li><li>▪ Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></li><li>▪ Make predictions based on what has been read so far.</li><li>▪ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.</li><li>▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li></ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"><li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say.</li><li>▪ Make contributions in whole class and group discussion.</li><li>▪ Consider other points of view.</li><li>▪ Listen and respond to contributions from others.</li></ul>



# Year 2 Reading Tracker

## Bowerham Primary and Nursery School

### Key Learning Indicators of Performance in Reading: Word Lists

Year 2 Common Exception Words						
door	floor	poor	because	find	kind	
mind	behind	child	children	wild	climb	
most	only	both	old	cold	gold	
hold	told	every	everybody	even	great	
break	steak	pretty	beautiful	after	fast	
last	past	father	class	grass	pass	
plant	path	bath	hour	move	prove	
improve	sure	sugar	eye	could	should	
would	who	whole	any	many	clothes	
busy	people	water	again	half	money	
Mr	Mrs	parents	Christmas	– and/or others according to the programme used		