

Children should be able to achieve the following statements within a Y2 appropriate text

Year 2 - Autumn (Turquoise book band) (blue/grey RWI)	Year 2 - Spring (Purple book band)	Year 2 - Summer (Gold book band)
Expected Standard		
Word Reading	Word Reading	Word Reading
<ul style="list-style-type: none"> Read accurately words of two or more syllables Read most words containing common suffixes Read most common exception words Read 90 words per minute Read aloud taking note of question marks, exclamation marks and inverted commas for dialogue Read 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 Sound out most unfamiliar words accurately without undue hesitation 	<ul style="list-style-type: none"> Read accurately words of two or more syllables Read most words containing common suffixes Read most common exception words Read 90 words per minute Read aloud taking note of question marks, exclamation marks and inverted commas for dialogue Read 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 Sound out most unfamiliar words accurately without undue hesitation 	<ul style="list-style-type: none"> Read accurately most words of two or more syllables Read most words containing common suffixes Read most common exception words Read 90 words per minute Read aloud taking note of question marks, exclamation marks and inverted commas for dialogue Read 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 Sound out most unfamiliar words accurately without undue hesitation
Comprehension	Comprehension	Comprehension
<p>Self-Monitoring</p> <ul style="list-style-type: none"> Check it makes sense to them, correcting any inaccurate reading <p>Prediction</p> <ul style="list-style-type: none"> In a familiar book that is read to them, make plausible predictions about a Y2 text using a range of clues (e.g. books by the same author, books on a similar theme, book title, cover and blurb) <p>Inference</p> <ul style="list-style-type: none"> In a familiar book that is read to them, make simple inferences to explain about events and information e.g. why a character acted in a certain way <p>Retrieval</p> <ul style="list-style-type: none"> Retrieve information (words and phrases) from an age appropriate text, presenting this in different forms e.g. tables, find and copy <p>Summary</p> <ul style="list-style-type: none"> Summarise a story, giving the main points in the correct sequence <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss their favourite words and phrases and explain why they like them (some evidence seen in writing) Identify and clarify the meanings of unfamiliar words in a book that is read to them <p>Literary Conventions</p> <ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry e.g. 'long, long ago', 'further and further and further' (some evidence seen in writing) Use a contents page, index, glossary and layout 	<p>Self-Monitoring</p> <ul style="list-style-type: none"> Check it makes sense to them, correcting any inaccurate reading <p>Prediction</p> <ul style="list-style-type: none"> Make plausible predictions about a Y2 text using a range of clues (e.g. books by the same author, books on a similar theme, book title, cover and blurb) <p>Inference</p> <ul style="list-style-type: none"> Use straightforward inference to explain about events and information e.g. why a character acted in a certain way <p>Retrieval</p> <ul style="list-style-type: none"> Retrieve information (words and phrases) from an age appropriate text, presenting this in different forms e.g. tables, find and copy <p>Summary</p> <ul style="list-style-type: none"> Summarise a story, giving the main points in the correct sequence <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss their favourite words and phrases and explain why they like them (evidence seen in writing) Identify and clarify the meanings of unfamiliar words <p>Literary Conventions</p> <ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry e.g. 'long, long ago', 'further and further and further' (evidence seen in writing) Use a contents page, index, glossary and layout to locate information in non-fiction texts 	<p>Self-Monitoring</p> <ul style="list-style-type: none"> Check it makes sense to them, correcting any inaccurate reading <p>Prediction</p> <ul style="list-style-type: none"> Make plausible predictions about a Y2 text using a range of clues (e.g. books by the same author, books on a similar theme, book title, cover and blurb) <p>Inference</p> <ul style="list-style-type: none"> Use straightforward inference to explain about events and information e.g. why a character acted in a certain way <p>Retrieval</p> <ul style="list-style-type: none"> Retrieve information (words and phrases) from an age appropriate text, presenting this in different forms e.g. tables, find and copy <p>Summary</p> <ul style="list-style-type: none"> Summarise a story, giving the main points in the correct sequence <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss their favourite words and phrases and explain why they like them (evidence seen in writing) Identify and clarify the meanings of unfamiliar words <p>Literary Conventions</p> <ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry e.g. 'long, long ago', 'further and further and further' (evidence seen in writing) Use a contents page, index, glossary and layout to locate information in non-fiction texts
Greater Depth		
<p>In a gold or above book that they are reading independently (example text –they can...</p> <ul style="list-style-type: none"> make inferences make a plausible prediction about what might happen on the basis of what has been read so far make links between the book they are reading and other books they have read 	<p>In a white or above book that they are reading independently (example text –they can...</p> <ul style="list-style-type: none"> make inferences make a plausible prediction about what might happen on the basis of what has been read so far make links between the book they are reading and other books they have read 	<p>In a lime or above book that they are reading independently (example text – Fantastic Mr Fox) they can...</p> <ul style="list-style-type: none"> make inferences make a plausible prediction about what might happen on the basis of what has been read so far make links between the book they are reading and other books they have read