

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