



## The End of Year 2 Expectations in Reading are:

### Word Reading:

Can read accurately by blending the sounds in words that contain the grapheme (letter or groups of letters)/phoneme (sound) correspondences taught so far ([Phase 2 to Phase 5 Letters and Sounds](#)).

Can read accurately words of two or more syllables that contain the (Phase 2 to Phase 5 GPCs).

Can read words containing the common suffixes -ment, -ness, -ful, -tion, -less and -ly, e.g. enjoyment, sadness, playful, hopeless, happiness, badly, fiction.

Can read most of the first 200 common exception words ([high frequency tricky words](#)).

Can read and notice unusual correspondences between grapheme and phoneme ([see National Curriculum Appendix 1 Spelling work for Year 2](#)) e.g. was, what, one.

Can read most words accurately and fluently, without overt sounding and blending, when they have been frequently encountered, e.g. at over 90 words per minute.

Can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Can use illustrations as an important feature in aiding reading.

### Comprehension:

Can listen and respond to a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.

Can link what they read, or hear read, to their own experiences.

Can talk about and give an opinion on a range of poetry, stories and non-fiction.

Can discuss the sequence of events in books and how they are related to each other.

Knows a growing range of stories, traditional stories and fairy tales.

Can orally retell some stories, including fairy stories and traditional tales.

Knows and recognises simple recurring literary language in stories and poetry e.g. once upon a time, they all lived happily ever after.

Can talk about their favourite words and phrases in what they read or hear read.

Can understand both the books that they can already read accurately and fluently and those that they listen to.

Can draw on what they already know, or on background information and vocabulary provided by the teacher, to help them make sense of a text.

Can read for meaning, checking that the text makes sense and correcting miscues (inaccurate reading) (WW).

Can draw simple inferences from illustrations and text on the basis of what is being said and done (WW).

Can make inferences on the basis of what is being said and done.

Can draw simple inferences from the events in a story and characters' actions and speech.

Can answer and ask appropriate questions related to what has been read/read to them.

Can make predictions based on what has been read so far.

Can discuss books, poems and other works that are read to them and those they read independently, in discussion they are able to take turns and listen to others' opinions.

Can explain their understanding of books, poems and other material, both those read aloud and those read independently.

Can make links between the book they are reading and other books they have read.