



<b>Year 2</b>		
<b>Area</b>	<b>Objective (Linked to Target Tracker)</b>	<b>Small Steps (Developmental Continuum of Reading Skills and Behaviours)</b>
<b>Word Reading</b>	Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes.	<ul style="list-style-type: none"> <li>- Understanding the importance of decoding words automatically.</li> <li>- Understand that some words can not be decoded with phonics strategies.</li> <li>- Use the graphemes to blend sounds.</li> <li>- Know that phonemes may be represented by different graphemes.</li> <li>- Know that the same grapheme may be read in different ways.</li> <li>- Recognise alternatives and consider which will make most sense.</li> <li>- Apply this knowledge so that reading is fluent.</li> </ul>
	Read accurately words of two or more syllables that contain graphemes taught so far.	<ul style="list-style-type: none"> <li>- Recognise syllables in words.</li> <li>- Know that breaking words into syllables helps fluent decoding.</li> <li>- Read words of two or more syllables accurately.</li> </ul>
	Read words containing common suffixes. ( <i>-ness, -ment, -ful, -less, -ly</i> )	<ul style="list-style-type: none"> <li>- Identify words containing common suffixes.</li> <li>- Identify the root word of common suffixes.</li> <li>- Use decoding strategies to read words containing common suffixes.</li> </ul>
	Read common exceptions word noting unusual correspondences between spelling and sound and where these occur in the word.	<ul style="list-style-type: none"> <li>- Know that some words have unusual correspondence between phoneme and grapheme.</li> <li>- Notice these in reading and decode to retain meaning.</li> </ul>
	Re-read books aloud, sounding out unfamiliar words accurately to build up fluency and confidence in word reading.	<ul style="list-style-type: none"> <li>- Know that there is a range of decoding strategies.</li> <li>- Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered.</li> <li>- Sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>- Check the text makes sense.</li> <li>- Re-read when meaning is lost.</li> <li>- Self-correct when meaning is lost.</li> <li>- Read with increasing levels of fluency and confidence.</li> </ul>
	Continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is fluent.	<ul style="list-style-type: none"> <li>- Understand that some words can not be decoded with phonics strategies.</li> <li>- Know that familiar words do not need to be sounded out and blended.</li> <li>- Read these familiar words automatically and accurately without sounding or blending.</li> <li>- Know that other strategies can be used to read unfamiliar words.</li> <li>- Use other strategies to support fluent decoding.</li> </ul>



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<b>Comprehension</b>	Participate in discussion about books, <b>poems</b> and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.	<ul style="list-style-type: none"> <li>- Talk about books or poems read.</li> <li>- Give an opinion on books or poems read.</li> <li>- Listen to others' opinions on books or poems read.</li> <li>- Take turns to converse about books or poems read.</li> </ul>
	<b>Explain</b> and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.	<ul style="list-style-type: none"> <li>- Know that books or texts have a purpose.</li> <li>- Identify the purpose of a book or a text.</li> <li>- Know that books and stories are set in different places and times.</li> <li>- Find the setting or time in books or stories.</li> <li>- Discuss the setting or time in books or stories.</li> </ul>
	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>	
	Listening to, discussing and expressing views about a wide range of contemporary and classic <b>poetry</b> , stories and non-fiction at a level beyond that at which he/she can read independently.	<ul style="list-style-type: none"> <li>- Know that there are different kinds of stories.</li> <li>- Listen to or read a range of different kinds of stories.</li> <li>- Make choices about books to read.</li> <li>- <b>Explain</b> why books or stories are preferred.</li> </ul>
	Discussing the <b>sequence</b> of events in books and how items of information are related.	<ul style="list-style-type: none"> <li>- <b>Sequence</b> a story, fairy story or traditional tale using images.</li> <li>- Retell stories, fairy stories or traditional tale with the key events in the correct <b>sequence</b>.</li> <li>- Retell the story, fairy stories or traditional tales with the key events and the characters.</li> </ul>
	Recognising simple recurring literary language in stories and <b>poetry</b> .	<ul style="list-style-type: none"> <li>- Know that stories and poems can have patterned or recurring literary language.</li> <li>- Find patterned or recurring literary language in poems and stories.</li> <li>-</li> </ul>
	Discussing and clarifying the meanings of words, linking new meanings to known <b>vocabulary</b>	<ul style="list-style-type: none"> <li>- Identify unfamiliar words.</li> <li>- Discuss the meaning of unfamiliar words.</li> <li>- Link new words to known <b>vocabulary</b>.</li> <li>- Link new meanings to known <b>vocabulary</b>.</li> </ul>
	Discussing his/her favourite words and phrases	<ul style="list-style-type: none"> <li>- Find favourite words and phrases.</li> <li>- Talk about favourite words and phrases.</li> <li>- Know that word choice affects meaning.</li> <li>- <b>Explain</b> why a writer has chosen a word to effect meaning.</li> </ul>
	Continuing to build up a repertoire of <b>poems</b> learnt by heart, appreciating these and reciting	<ul style="list-style-type: none"> <li>- Know the difference between poetry and narrative.</li> <li>- Know that there are different kinds of poetry.</li> <li>- Listen to different kinds of poetry.</li> </ul>



	some, with appropriate intonation to make the meaning clear.	<ul style="list-style-type: none"> <li>- Talk about the meaning of different poems.</li> <li>- Recognise that a poem can tell a story.</li> <li>- Learn a poem by heart.</li> <li>- Recite or perform a poem making the meaning clear.</li> </ul>
	<b>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</b>	
	Drawing on what he/she already knows or on background information and <b>vocabulary</b> provided by the teacher.	<ul style="list-style-type: none"> <li>- Know that the purpose of reading is to make meaning.</li> <li>- To re-read texts to make sure it makes sense.</li> <li>- Self-correct errors to make sure the text makes sense.</li> <li>- Use the context to understand texts.</li> <li>- Ask questions to clarify understanding.</li> </ul>
	Making <b>inferences</b> on the basis of what is being said and done.	<ul style="list-style-type: none"> <li>- Find the answers to <b>retrieval</b> questions about stories, poems or non-fiction texts.</li> <li>- Know what <b>inference</b> “reading between the lines” means.</li> <li>- Find <b>inferences</b> about characters, feelings and thoughts.</li> <li>- <b>Explain inferences</b> about characters, feelings and thoughts.</li> <li>- Give reasons for characters actions or behaviour.</li> </ul>
	Answering and asking questions.	<ul style="list-style-type: none"> <li>- Answer questions about a text.</li> <li>- Ask questions about a text.</li> </ul>
	<b>Predicting</b> what might happen on the basis of what has been read so far.	<ul style="list-style-type: none"> <li>- Make <b>predictions</b> about possible events.</li> <li>- Make <b>predictions</b> about how characters might behave.</li> </ul>

Area	Objective
<b>Library objectives</b>	<ul style="list-style-type: none"> <li>- Choose appropriate books for reading age.</li> <li>- Know where the tiptoes, steps and leaps are kept in the library.</li> <li>- Know how to use a contents page and index page.</li> <li>- Use Libresoft to scan own books independently.</li> <li>- Name some children’s authors.</li> <li>- Be aware of a wider variety of sections in the library especially poetry, easy reads and fairy tales.</li> </ul>