

## Year 2 Reading Programme of Study (PoS)

Word Reading	Comprehension
<p><b>WR1:</b> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p><b>WR2:</b> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p><b>WR3:</b> read accurately words of two or more syllables that contain the same graphemes as above</p> <p><b>WR4:</b> read words containing common suffixes</p> <p><b>WR5:</b> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p><b>WR6:</b> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p><b>WR7:</b> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p><b>WR8:</b> re-read these books to build up their fluency and confidence in word reading</p>	<p><b>C1:</b> develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p><b>C2:</b> understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>C3:</b> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p><b>C4:</b> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
<b>Content Domains:</b>	<b>1c</b> identify and explain the sequence of events in texts
<b>1a</b> draw on knowledge of vocabulary to understand texts	<b>1d</b> make inferences from the text
<b>1b</b> identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	<b>1e</b> predict what might happen on the basis of what has been read so far