Havannah Primary School

Stage 2 Reading

WORD READING	Aut	Spr	Sum
Phonics and decoding • To continue to apply phonic knowledge and skills as the route to decoding words until automatic decoding has becoming embedded and reading is fluent • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • To accurately read most words of two or more syllables • To read most words containing common suffixes			
Common exception words • To read Y1 and all Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word			
Fluency • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation • To re-read books to build up fluency and confidence in word reading • To read words accurately and fluently without overt sounding and blending, when they have been frequently encountered e.g. at over 90 words per minute, in age-appropriate texts			
Range of genres • To listen to, discuss and express 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			
COMPREHENSION			
Understanding and correcting inaccuracies • To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher • To check that the text makes sense to them as they read, correcting inaccurate reading			
Vocabulary • To recognise simple recurring literary language in stories and poetry • To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To discuss their favourite words and phrases			
Inference • To make inferences on the basis of what is being said and done			
Prediction • To predict what might happen on the basis of what has been read so far in a text			
Retrieval • To ask and answer questions about a text			
Summarise • To become increasingly familiar with, and retell a wide range of stories, fairy stories and traditional tales • To discuss the sequence of events in books and how items of information are related			
Explain • To explain their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • To participate in discussions 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			
Poetry and performance • To continue to build up a repertoire of poems learnt by heart • To recite some poems with appropriate intonation to make the meaning clear			
Non-fiction • To recognise that non-fiction books are often structured in different ways			