

Year 2							
Range							
	Supported		Increased independence		Independent		End of year outcomes To achieve the expected standard in year 2, children should have achieved all of the statements below:
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Range - Class reading book: The great Kapok Tree by Lynne Cherry Little red Riding Hood Retold by Beatix Potter - Read a wide range of non-fiction texts, with adult support, linked to topic. - See Year 2 book list	Range - Class reading book: Clean Up by Nathan Bryon Dinosaurs and all that rubbish by Michael Foreman - Read a wide range of stories, with adult support, linked to topic - See Year 2 book list	Range - Class reading book: Captain Flinn and The Dinosaur pirates by Giles Andreae and Russell Ayto Nigh Pirates by Peter Harris and Deborah Allwright - Read a wide range of contemporary and classic poems - See Year 2 book list	Range - Class reading book: Jack and the beanstalk Look Up! By Nathan Bryon - Read a wide range of non-fiction texts accurately and fluently, linked to topic - See Year 2 book list	Range - Class reading book: Fantastic Mr Fox - Read a wide range of traditional tales and stories, eg Cinderella, Man On The Moon. - See Year 2 book list	Range - Class reading book: Flat Stanley - Read a wide range of traditional tales and stories, eg Cinderella, Man On The Moon. - See Year 2 book list	Range Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently
Decoding							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End of year outcomes To achieve the expected standard in year 2, children should have achieved all of the statements below:
	Supported	Supported	Increased independence	Increased independence	Independent	Independent	
	Word reading - Begin to blend sounds in unfamiliar words, recognising some alternative sounds e.g. play, rain, bake - Read accurately some words of two or more syllables. - Begin to read books in line with the Y2 range, decoding some phase 5 alternatives and Yr 2 alternatives - Read some Y 2 common exception words - Read some words containing common suffixes e.g. –ment, -less, -ful, -ness, reading some Yr2 spelling rules without undue hesitation.	Word reading - Blend some sounds in unfamiliar words, recognising some alternative sounds e.g. see, meat, theme - Read accurately some words of two or more syllables. - Begin to read books in line with the Y2 range, decoding some phase 5 alternatives and Yr 2 alternatives - Read some Y 2 common exception words - Read some words containing common suffixes e.g. –ment, -less, -ful, -ness, reading some Yr2 spelling rules without undue hesitation.	Word reading - Accurately blend sounds in many unfamiliar words, beginning to recognise the alternative sounds e.g. too, chew, shoe, blue - Read accurately many words of two or more syllables. - Read books in line with the yr2 range with increasing fluency, decoding many phase 5 alternatives and Yr 2 alternatives - Read many Y 2 common exception words, beginning to notice unusual correspondences and identifying where these occur in the word - Read many words containing common suffixes e.g. –ment, -less, -ful, -ness, reading many Yr2 spelling rules without undue hesitation.	Word reading - Accurately blend sounds in many unfamiliar words, recognising many of the alternative sounds e.g. too, chew, shoe, blue - Read accurately many words of two or more syllables. - Read books in line with the yr2 range with increasing fluency, decoding many phase 5 alternatives and Yr 2 alternatives - Read many Y 2 common exception words, beginning to notice unusual correspondences and identifying where these occur in the word - Read many words containing common suffixes e.g. –ment, -less, -ful, -ness, reading many Yr2 spelling rules without undue hesitation.	Word reading - Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue - Read accurately words of two or more syllables - Read fluently and confidently in line with the Y2 range, decoding most phase 5 alternatives and Yr 2 alternatives - Read many Y 2 common exception words, noting unusual correspondences and identifying where these occur in the word - Read most words containing common suffixes e.g. –ment, -less, -ful, -ness, reading most Yr2 spelling rules without undue hesitation.	Word reading - Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue - Read accurately words of two or more syllables - Read fluently and confidently in line with the Y2 range, decoding most phase 5 alternatives and Yr 2 alternatives - Read many Y 2 common exception words, noting unusual correspondences and identifying where these occur in the word - Read most words containing common suffixes e.g. –ment, -less, -ful, -ness, reading most Yr2 spelling rules without undue hesitation.	Word reading - Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue *Read accurately words of two or more syllables *Read fluently and confidently in line with the Y2 range, decoding most phase 5 alternatives and Yr 2 alternatives *Read Y 2 common exception words, noting unusual correspondences and identifying where these occur in the word - Read words containing common suffixes e.g. –ment, -less, -ful, -ness, reading Yr2 spelling rules without undue hesitation.
	Oral Read aloud books matched to Y2 phonic knowledge, consistent with their developing phonic knowledge	Oral Read aloud books matched to Y2 phonic knowledge, consistent with their developing phonic knowledge	Oral Read aloud books matched to Y2 phonic knowledge, consistent with their developing phonic knowledge	Oral Read aloud books matched to Y2 phonic knowledge, consistent with their developing phonic knowledge	Oral Read aloud books matched to Y2 phonic knowledge.	Oral Read aloud books matched to Y2 phonic knowledge, showing an awareness of their audience.	Oral Read aloud books matched to Y2 phonic knowledge
Language Comprehension							
	Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing–KS1 & Summarising–KS2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
S V	Oral - With adult support, begin to orally retell known stories. - With adult support, begin to recite poems by heart. - With adult support, check that the text makes sense to them as they read and correct inaccurate reading	Oral - With adult support, begin to orally retell known stories. - With adult support, begin to recite poems by heart. - With adult support, check that the text makes sense to them as they read and correct inaccurate reading	Oral - Begin to orally retell known stories, using correct sequencing. - Begin to recite poems by heart, using some intonation to make the meaning clear. - Check that the text makes sense to them as they read and correct inaccurate reading, sometimes with teacher prompting.	Oral - Orally simply retell known stories, linked to the year 2 range. - Begin to recite poems by heart, using some intonation to make the meaning clear. - Check that the text makes sense to them as they read and correct inaccurate reading, sometimes with teacher prompting.	Oral - Orally retell known stories, linked to the Y2 range, using vocabulary and phrases used in the texts. - Recite poems by heart, using intonation to make the meaning clear. - Check that the text makes sense to them as they read and correct inaccurate reading	Oral - Orally retell known stories, linked to the Y2 range, using vocabulary and phrases used in the texts. - Recite poems by heart, using intonation to make the meaning clear. - Check that the text makes sense to them as they read and correct inaccurate reading	Oral - Orally retell known stories, linked to the Y2 range - Recite poems by heart, using intonation to make the meaning clear *Check that the text makes sense to them as they read and correct inaccurate reading
P I E	Response - When a teacher has read to them, predict what may happen on the basis of what has been read so far. - When being read to, make simple inferences on the	Response - When a teacher has read to them, predict what may happen on the basis of what has been read so far. - When being read to, make inferences on the basis of what is said and done. - Express a single point of view about a text, with adult support.	Response - After teacher modelling, children begin to predict what may happen on the basis of what has been read so far. - Begin to independently make inferences on the basis of what is said and done.	Response - Make simple predictions based on what may happen on the basis of what has been read so far - Make inferences on the basis of what is said and done. - Express a single point of view about a text, sometimes with adult guidance.	Response - Predict what may happen on the basis of what has been read so far, using information from the text to support their reasoning. - Make inferences on the basis of what is said and done, using evidence from the text to support their reasoning.	Response - Predict what may happen on the basis of what has been read so far, using information from the text to support their reasoning. - Make inferences on the basis of what is said and done, using evidence from the text to support their reasoning.	Response - Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again - Make inferences on the basis of what is said and done e.g. I think

	basis of what is said and done - Express a single point of view about a text, with adult support. - With adult support, discuss their understanding of stories, poems and non-fiction at a level beyond which they can read independently.	With adult support, discuss their understanding of stories, poems and non-fiction at a level beyond which they can read	- Express a single point of view about a text, sometimes with adult guidance. - Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read, sometimes with adult guidance.	Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read, sometimes with adult guidance.	- Express a single point of view about a text and begin to discuss reasons for their opinions. - Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read.	- Express a single point of view about a text, discussing reasons for their opinions. - Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read.	something bad will happen to Hansel and Gretal because they've been left on their own - Express a single point of view about a text - Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read independently
V	Grammar & vocabulary - Teacher begins to make vocabulary word banks for working walls. - With support, children identify impactful words and phrase for the word bank - With support, children begin to read and use new vocabulary in their work. - Clarify and discuss the meaning of new words, by linking to vocabulary they know e.g. I think 'loudest' means he was louder than everyone else.	Grammar & vocabulary - Teacher continues to display vocabulary from reading on working walls and children become more confident reading and using new vocabulary. - With support, children identify impactful words and phrase for the word bank - Clarify and discuss the meaning of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way.	Grammar & vocabulary - Teacher models using dictionaries to check the meaning of words. Children begin to use age appropriate dictionaries, with adult support. - With support, children discuss why certain words and phrases have more impact (these words & phrases are included in the class word bank) - Clarify and discuss the meaning of new words, by linking to vocabulary they know e.g. I think 'cheerful' means he was really happy.	Grammar & vocabulary - Begin to use age appropriate dictionaries to check the meanings of words, with adult support. - With support, children discuss why certain words and phrases have more impact (these words and phrases are included in the class word bank) - Clarify and discuss the meaning of new words, by linking to vocabulary they know e.g. I think 'homeless' means he didn't have anywhere to live.	Grammar & vocabulary - Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries - With support, children discuss why certain words and phrases have more impact and identify their favourites (these words and phrases are included in the class word bank) - Clarify and discuss the meaning of new words, by linking to vocabulary they know e.g. I think 'loneliness' means he was all alone.	Grammar & vocabulary - Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries - With support, children discuss why certain words and phrases have more impact and identify their favourites (these words and phrases are included in the class word bank) - Clarify and discuss the meaning of new words, by linking to vocabulary they know e.g. I think 'astonishment' means he was really surprised.	Grammar & vocabulary - Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries - Discuss impactful words and phrases identifying their favourites - Clarify and discuss the meaning of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way.
S R E	Organisation and research - With adult support, begin to identify the sequences of events in fiction and how these are related e.g. understanding beginning/middle/end. Non fiction e.g. introductions /conclusions - With adult support, begin to recognise simple, recurring literary language across poetry and narratives e.g. in a land far away, long ago, once there lived, it wasn't long before - Teacher models how to use scanning to locate a single piece of information, in response to questions. - Teacher models how to use titles, headings, pictures and blurbs to locate relevant information - With adult support, begin to recognise and understand the structure of the non-fiction texts used	Organisation and research - With adult support, begin to identify the sequences of events in fiction and how these are related e.g. understanding beginning/middle/end. Non fiction e.g. introductions /conclusions - With adult support, begin to recognise simple, recurring literary language across poetry and narratives e.g. in a land far away, long ago, once there lived, it wasn't long before - Teacher models how to use scanning to locate a single piece of information, in response to questions. - Teacher models how to use titles, headings, pictures and blurbs to locate relevant information - With adult support, begin to recognise and understand the structure of the non-fiction texts used	Organisation and research - Begin to independently Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end. Non fiction e.g. introductions /conclusions - Begin to recognise simple, recurring literary language across poetry and narratives e.g. in a land far away, long ago, once there lived, it wasn't long before - Begin to use scanning to locate a single piece of information, in response to questions. - Begin to use titles, headings, pictures and blurbs to locate relevant information. - Begin to independently recognise and understand the structure of the non-fiction texts used.	Organisation and research - Begin to independently Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end. Non fiction e.g. introductions /conclusions - Begin to recognise simple, recurring literary language across poetry and narratives e.g. in a land far away, long ago, once there lived, it wasn't long before - Begin to use scanning to locate a single piece of information, in response to questions with increasing confidence. - Begin to use titles, headings, pictures and blurbs to locate relevant information with increasing confidence. - Begin to independently recognise and understand the structure of the non-fiction texts used.	Organisation and research - Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end. Non fiction e.g. introductions /conclusions - Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away long ago once there lived it wasn't long before; - Use scanning to locate a single piece of information, in response to questions from the teacher - Use titles, headings, pictures and blurbs to locate relevant information. - Recognise and understand the structure of the non-fiction texts used.	Organisation and research - Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end. Non fiction e.g. introductions /conclusions - Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away long ago once there lived it wasn't long before; - Use scanning to locate a single piece of information, in response to questions from the teacher - Use titles, headings, pictures and blurbs to locate relevant information. - Recognise and understand the structure of the non-fiction texts used.	Organisation - Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end. Non fiction e.g. introductions /conclusions - Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away long ago once there lived it wasn't long before; - Use scanning to locate a single piece of information, in response to questions from the teacher - Use titles, headings, pictures and blurbs to locate relevant information - Recognise and understand the structure of the non-fiction texts used
R	Research With adult support, list key information orally in response to the teacher's questions	Research With adult support, list key information orally in response to the teacher's questions	Research Begin to independently list key information orally or through text marking (highlighting/ underlining) in response to the teacher's questions	Research List key information orally or through text marking (highlighting/ underlining) in response to the teacher's questions	Research List key information orally or through text marking (highlighting/ underlining) in response to the teacher's questions	Research List key information orally or through text marking (highlighting/ underlining) in response to the teacher's questions	Research List key information orally or through text marking (highlighting/ underlining) in response to the teacher's questions