Year 2 reading

Key performance indicator	Performance standard
Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes

Reads accurately words of two or more syllables that contain the same graphemes as above

Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered

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

Re-reads these books to build up their fluency and confidence in word reading

Develops pleasure in reading, motivation to read, vocabulary and understanding by:
1. 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;
2. discussing the sequence of events in books and how items of information are related;
3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
4. retelling a range of stories, fairy stories and traditional tales; and
5. being introduced to non-fiction books that are structured in different ways.

Understand both the books they can already read accurately and fluently and those that they listen to by:
1. checking that the text makes sense to them as they read and correcting inaccurate reading;
2. answering questions; and
3. predicting what might happen on the basis of what has been read so far. | **With reference to the KPIs**

By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words

A child can:
- decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation
- listen to and discuss a wide range of stories, poems, plays and information books, including whole books;
- justify the views about what has been read with support;
- read suffixes by building on the root words that have already been learnt;
- exercise choice in selecting books;
- monitor what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic;
- identify cause and effect in both narrative and non-fiction (eg what has prompted a character's behaviour in a story; why certain dates are commemorated annually); and
- take part in a discussion, considering the opinions of others. |

Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say	