



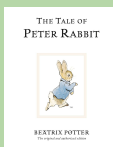





Year 2

End Points for Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Texts:	The Disgusting Sandwich 	Meerkat Mail 	The Tear Thief 	Leaf 	Tale of Peter Rabbit 	The Crow's Tale 
Decode / word-reading: phonics tricky words alphabet use of dictionary	LW Phase 5 graphemes (Year 1 recap) Children read books closely matched to their developing phonic knowledge Read tricky words Y2 1-15	LW Phase 5 graphemes (Year 1 recap) Children read books closely matched to their developing phonic knowledge Read tricky words Y2 15-30	Automatic decoding is beginning to be embedded Children recognise alternative sounds for graphemes incl. 2 or more syllables Read tricky words Y2 30-45	Automatic decoding is more consistent Children recognise alternative sounds for graphemes incl. 2 or more syllables Read tricky words Y2 45-60	Automatic decoding is embedded Children read words with suffixes and contractions mostly fluently Read all tricky words Y2 (gap filling)	Automatic decoding is embedded Children read words with suffixes and contractions fluently Read all tricky words Y2 (consolidation and challenge)
Comprehend, locate and retrieve: vocabulary characters settings events information justify using text	Locate and discuss favourite words and phrases Eg. Rumble, rumble; On the edge of...on the edge of...; 'You can't eat it now, it's disgusting!'	Check the text makes sense as they read Confidently locate and discuss favourite words and phrases Eg. Which is your favourite part of Sunny's letters? How does he show how he is feeling? Why does it make you laugh/smile/feel sad?	Begin to scan for keywords in a text to locate answers Children begin to analyse wording of a question in order to choose what to look for Eg. What time of day was it? Look for morning, midday, evening etc. Why was the baby crying? The baby was crying because...	Navigate different paragraphs of information text, locating most suitable paragraph (sub headings) Eg. Where would we find out what a polar bear eats? What about a polar bear's behaviour or habitat?	Draw on vocabulary knowledge to understand texts and solve problems Eg. How will Peter Rabbit escape, based on what you know about his character?	Confidently scan for keywords in a text to locate answers Children confidently analyse wording of a question in order to choose what to look for Eg. Why did the other animals refuse to go to the Sun? What colour is Crow now? What colour was he at the beginning? How would you describe the Crow now? Why?



Year 2

End Points for Reading

Inferential understanding: prediction sequencing events summary nuanced vocabulary	Chn use inference to make predictions about the story Eg. <i>How do you know that the badger is hungry? Which part of the sandwich do you think he would most enjoy? What do you think will happen to the pigeon in front of the fox? Why?</i>	Chn use inference to establish how a character is feeling and give reasons for their answers Eg. <i>Does Sunny like the farm/bog/Madagascar? How do you know?</i>	Chn begin to use inference to unpick meanings of words. Eg. <i>What does the word 'imbued' mean? Why does the Tear Thief creep into town?</i>	Chn begin to use inference to explain their understanding Eg. <i>What prompted the animals to hide from Leaf?</i>	Chn confidently use inference to unpick meanings of words. Eg. <i>What does 'implored him to exert himself' mean? What does 'upset three plants' mean? Why was it the second jacket he had lost in a fortnight?</i>	Chn confidently explain their understanding of what is read to them Eg. <i>What is the moral/message of the story? What has prompted this?</i>
Respond to text: evaluation response to author authorial effect and intent effect of vocabulary	Discuss the sequence of events in stories, retelling these orally Recognise simple recurring literary language Eg. <i>'You can't eat it now, it's disgusting!'</i>	Participate in <i>discussion about texts</i> that are read to them, taking turns and listening to others Eg. <i>Have you ever felt like Sunny does at...the farm? Is he truly happy?</i>	Begin to link new meanings to known vocabulary Eg. <i>Why does the author describe the boy as sly? Can you draw a picture of what oddly long tears might look like?</i>	Talk about how different items of information in non-fiction texts are related Eg. <i>Can you sort these facts about polar bears into categories? Which categories do they belong to and why?</i>	Discuss the sequence of events in stories, retelling these orally and in writing Confidently link new meanings to new vocabulary Eg. <i>What is a 'runcible spoon'? Why do you think that?</i>	Confidently participate in <i>discussion about texts</i> that are read to them, taking turns and listening to others. Eg. <i>What does the author want us to learn from this story?</i>
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning	Read 15 CEW words automatically by sight Read 15 suffix words automatically by sight Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent Read unfamiliar words containing all common graphemes by sounding them out in books matched closely to word reading knowledge	Read 15-30 CEW words automatically by sight Read 15-30 suffix words automatically by sight Recite familiar poems by heart Read unfamiliar words containing all common graphemes by sounding them out in books matched closely to word reading knowledge	Read 30-45 CEW words automatically by sight Read 30-45 suffix words automatically by sight Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending Read unfamiliar words containing all common graphemes without undue hesitation, sounding out where necessary	Read 45-60 CEW words automatically by sight Read 45-60 suffix words automatically by sight Check that text makes sense to them as they read and correct inaccurate reading Read unfamiliar words containing all common graphemes without undue hesitation	Read all Y2 CEW words automatically by sight Read all suffix words automatically by sight Recite familiar poems by heart Automatic decoding is embedded and reading is fluent	Read all Y2 CEW words automatically by sight Read all suffix words automatically by sight Use expression appropriately to support the meaning of sentences, including those which use subordination. Automatic decoding is embedded and reading is fluent