

## English Essential Skills Y2

### Reading - Word Reading

- Blend phonemes to decode familiar and, on occasion, unfamiliar words, continuing to apply their growing phonic knowledge.
- Automatically recognise grapheme-phoneme correspondences for many phonemes taught so far, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes.
- Read a growing number of words using GPCs and containing suffixes, recognising the whole suffix as well as letters.
- Accurately read words with two or more syllables that contain taught GPCs, using syllable boundaries appropriately.
- Accurately read three and four-syllable words made up of two words joined together (e.g. everywhere or everybody).
- Read homophones and near homophones and understand the difference in meaning (e.g. see/sea, bare/bear, blue/blew, night/knight and their/there).
- Independently read a growing number of contractions found in texts which are age-appropriate (e.g. can't, didn't, hasn't, couldn't, it's and I'll).
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in words, (e.g. because, Mrs, would and who).
- Read age-appropriate high frequency words without overt sounding and blending.
- Read books closely matched to their improving phonic knowledge, sounding out automatically and reading with fluency.
- Re-read familiar and less familiar phonetically decodable books, with common exception words in context, to build up their fluency, confidence, understanding, vocabulary and enjoyment.

### Reading - Comprehension Responding to Reading

- Listen to, discuss and express views about books read aloud to them.
- Read and join in with familiar phrases in stories and poems, using own independent reading skills.
- Retell a range of stories they have listened to, using story language.
- Recite poems by heart, with appropriate intonation, so that the meaning is clear.
- Give one reason why they have chosen a particular text.
- Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.
- Explain and discuss their understanding of what they have read, with growing confidence.

### Reading - Comprehension Linguistic Skills

- Identify and self-correct inaccurate reading, without losing the 'flow' of what is being read.
- Note effective language choices and show skill in discussing their favourite words and phrases (e.g. 'slimy is a good word').
- Identify familiar patterns of language (e.g. 'Once upon a time', 'first', 'next' and 'finally'). Identify and name various organisational features of non-fiction texts (e.g. captions, illustrations, headings, contents page and index).
- Use age-appropriate dictionaries or thesauri to find the meaning of new words, with adult/peer support.

### Reading - Comprehension Literal Comprehension

- Recall some specific, simple information (e.g. the names of characters or places). With some support, find information in non-fiction books using features (e.g. contents page and index).
- Answer several simple questions on what they have read, giving literal answers from the text and writing them down.
- Ask questions and make comments, based on textual cues.

### Reading - Comprehension Inferential Comprehension

- Make simple/plausible attempts to explain meanings in the text, based on characters' speech or actions.
- Predict what might happen next, using evidence from the text.
- Explain cause and effect in both narrative and non-fiction (e.g. what prompts a character's behaviour in a story). Discuss the sequence of events in books and how items of information are linked.
- Draw on their own experiences, or background information provided by the teacher, to make comments on how a character is feeling, based on what is said and done.
- Create inferential questions based on a visual image or illustrations in a fiction text (e.g. 'Why does Beegu look sad?').
- Choose favourite words and phrases and say why they are effective.
- Recognise that there are different viewpoints in a story.
- Make simple statements about likes and dislikes, sometimes with reasons.