Year 2 Wilby CEVC Primary School Reading tracker

Group/Class:

Word Reading

Pupils can:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

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

Read words containing common suffixes by building on the root words taught

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Read accurately using contextual clues and improving phonic knowledge, sounding out words accurately without undue hesitation.

RETRIEVE Understand, summarise, retrieve and record information from texts, including non-fiction.	**INTERPRET Deduce, infer or predict information, events or ideas from text, justifying using the text.**	**CHOICE** **Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.**	**VIEWPOINT** **Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.**	**PERFORM** **Show understanding through intonation, tone, volume and action when performing poems and play-scripts.**	**REVIEW** **Discuss books read independently and as a group, justifying their views.**

Comprehension-Understanding reading

Draws on what they already know or on background information and vocabulary provided by the teacher.
Checks that the text makes sense to them as they read and corrects inaccurate reading.
Makes inferences on the basis of what is being said and done.
Answers and asks questions.
Predicts what might happen on the basis of what has been read so far.

Reading Behaviour

Pupils can:

Talking about Reading

Participate in discussion 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

Take part in role play and drama to help develop and explore characters

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Understand the differences between written and spoken speech

Range and Reading Habits

Discusses the sequence of events in books and how items of information are related.
Discuss their favourite words and phrases

Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales(including at a level beyond which they can read independently

Read and listen to non-fiction books that are structured in different ways

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Listen to, discuss and express views about a wide range of contemporary and classic stories, poetry and non-fiction at a level beyond that at which they can read independently

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

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