Pupils reading within **Stage 2** should: develop pleasure in reading, motivation to read, vocabulary and understanding through a wide range of experience of:

Contemporary poetry ☐ classic poetry ☐ stories ☐ plays ☐ information books ☐ Fairy stories ☐ traditional tales ☐ role-play ☐

St. Bartholomew's C of E Primary School

Stage 2 Reading

Word RG: W	Comprehension RG: C	Inference RG: I	Text structure and organisation RG: T	Language for Effect RG: L	Themes and Conventions RG: TC
With support, the child is able to: **1) Apply phonic knowledge and skills until automatic decoding is embedded and reading is fluent** **2) Recognise alternative sounds for graphemes that contain taught graphemes** **3) Read words of 2 or more syllables accurately** **4) Read words containing common suffixes e.g. –ing, -ed, er (NC pg. 56)** **5) Read further common exception words e.g. could, again (NC, pg. 58)** **6) Read most words quickly and accurately, without overt sounding and blending e.g. when they have been frequently encountered** **7) Read aloud books closely matched to their improving phonic knowledge e.g. automatically and without undue hesitation** **8) Re-read books to build fluency and confidence in word reading** 9) Read a range of keyword read on sight 10) Read unfamiliar vocabulary and common exception words using a range of strategies *e.g. semantic syntactic and phonic knowledge in a range of contexts*	With support, the child is able to: 1) Express views about a wide range of contemporary and classic poetry, stories and non-fiction *e.g. Jabberwocky, Michal Rosen* **2) Express personal responses, including likes, dislikes with reasons e.g. 'she was just horrible like my sister is sometimes'** 3) Monitor their reading and check that the text makes sense as they read 4) Answer and ask questions by locating straightforward information in texts, *e.g. about characters, topics* **5) Discuss sequence of events in stories and how items of information are related** **6) Retell a wider range of stories, fairy stories and traditional tales**	With support, the child is able to: **1) Make inferences from what is said and done, e.g. 'he was upset because it says "he was crying"** 2) Make inferences based on cause and effect *e.g. what has prompted characters' behaviour... 'She started to behave because she knew her Mum had sweets in her bag' or 'the children were cold and tired because they had to work in the mine all day'* 3) Use personal experience to respond to texts *e.g. a response based on what they personally would be feeling rather than feelings of character in the text* **4) Make simple plausible predictions on the basis of what has been read so far e.g. 'He's going to run away' or 'I think it will tell us how the fire started'**	With support, the child is able to: 1) Show awareness of basic features of organisation at text level *e.g. beginning and ending of story or 'each bit tells about different things you can do at the zoo'* 2) Show some awareness of types of punctuation when reading **3) Recite some poems learnt by heart with appropriate intonation** **4) Understand that non-fiction texts are structured in different ways e.g. 'it tells about all the different things you can do at the zoo,'**	With support, the child is able to: **1) Comment on favourite / effective language choices e.g. "slimy" is a good word to describe a slug** **2) Recognise patterns of literary language e.g. once upon a time, first, next, last** **3) Discuss and clarify meanings of some new vocabulary e.g. squashed and squeezed are the same and knowledge of e.g. prefixes, unhappy**	With support, the child is able to: 1) Express personal opinions about texts with some additional comments *e.g. 'I like books about animals because I have pets' or 'I don't like...'* 2) Show some awareness of the purpose of text *e.g. 'it tells you how to...' 'it tells you where animals live'* 3) Show some awareness that writers have viewpoints and purposes, *e.g. 'it tells you how to do something' or 'she thinks it's not fair'* 4) Make some simple connections between texts identified, *e.g. similarities in plot, topic, or books by same author, about same characters* 5) Some awareness that books are set in different times and places