Name: PP: Yes/No	Year group joined/date:		SEND/EI
	Reading		
	Year 2 Expected	**Year 2 Greater Depth**	
Word Reading	In age appropriate books decoding is automatic and reading is fluent without overt sounding out and blending with expression up to at least White Book Band e.g. at over 90 words per minute.	Enhance meaning through expression and intonation	
	Read Phase 6+ 200 common words(Also see NC appendix 1:Y2)		
	Read most words containing common suffixes: -y -en -ful -ly -ment -ness		
	Read accurately most words with 2 or more syllables.		
	Self-correct inaccurate reading within phase 6+ texts		
	Read most common exception words		
	Sound out most unfamiliar words accurately, without undue hesitation.		
Comprehension	Retell orally at least 2 stories with a familiar setting, 2 fairy stories and 2 traditional tales using the key characteristics of each genre		
	In a familiar book that they can already read accurately and fluently the pupil can check it makes sense to them.	Predict what might happen on the basis of what has been read so far and explain reasons why	
	Begin to answer questions based on the text referring to a specific page		
	Learn and recite at least 2 poems using appropriate expression and intonation to make the meaning clear	Read poetry, using intonation and expression and handle humour appropriately when needed.	
	In a familiar book that they can already read accurately and fluently the pupil can answer questions and make some inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.	
	Use inference to suggest how a character might be feeling and explain why	Make links between the book they are reading and other books they have read.	
	Use parts of a story to help say why you like or dislike it		
	Locate key words and phrases which describe the time and setting of a story		
	Locate information in non-fiction books which are structured in different ways	Extract information from non-fiction texts appropriately using contents, index, chapters, headings and glossary	
	Begin to notice language features and use technical terms like adjectives to comment on writers use of language (with prompting)		
	Begin to understand why some features of organisation are used (eg diagrams and bullet points)		
	Can show where writers have used effective words (eg slimy, dull) and when prompted can begin to tell you why they have chosen these words		