

Band 2 – Reading					
Working Towards expectation			Working AT expectation		Greater Depth
B	B+	W	W+	S	S+ Deep
<p>Building on Band 1... Children will be reading orange and beyond.</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes • read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs) • read many common exception words. <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. <p>In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences <ul style="list-style-type: none"> • Applies phonic knowledge and skills when tackling unfamiliar words to decode age appropriate texts accurately. • Accurately reads words with s, -es, -ing, -ed, -er and -est endings. • Knows all Y1 common exception words. • Knows some Y2 Common exception words • Reading is seen as a pleasurable activity. • Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies. • Mirrors modelled intonation when reading with someone else. • Demonstrates understanding of poetry, stories, and non-fiction and can discuss key characters. • Recognises sequences of events in simple texts. 			<ul style="list-style-type: none"> • The pupil can: <p>In age-appropriate books (books at the reading level of the KS1 SATs most children will be within the <u>range Turquoise – white approx.</u>) and at their chronological age.</p> <ul style="list-style-type: none"> • The pupil can: <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes (ly, ment, ness, less,ful) • . read all Year 1 common exception words <ul style="list-style-type: none"> • read most common Year 2 exception words.* • In age-appropriate books (books at the reading level of the KS1 SATs within the <u>range Turquoise – white approx.</u>) the pupil can: <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • . Reading should be approx. 90 words per minute <ul style="list-style-type: none"> • sound out most unfamiliar words accurately, without undue hesitation. • In a book that they can already read fluently, the pupil can: <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read. • 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 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 • re-read books to build up their fluency and confidence in word reading. • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond 		<p>The pupil can, in a book they are reading independently: (Children will be reading confidently in the range of gold-lime and above) Most children will be reading at or above 90 words per minute.</p> <p>They can:</p> <ul style="list-style-type: none"> • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read <ul style="list-style-type: none"> • Automatic decoding is established, and a range of texts are read with consistent accuracy, fluency, and confidence. • Books are selected to challenge knowledge and word reading skills or to pursue an interest in an author, genre, or topic. • Demonstrates an understanding of more challenging age appropriate texts. • Identifies key aspects of fiction and non-fiction. • Can give simple explanations of how and why texts are structured according to their purpose. • Gives plausible inferences and predictions, based on what has been read, are offered and explained. • New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.

- Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.
- Uses recurring literary language when retelling stories.
- Recognises that non-fiction books can be structured in different ways.
- Answers simple questions based on the story so far.
- Make simple predictions on what might happen next, based on what has been read so far.

that at which they can read independently

- discuss the sequence of events in books and how items of information are related
- .becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- . being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.