



## Year 2 Reading Concept Map

Reading Key Concepts			
Read words accurately		Understand texts	
Read words accurately	<ul style="list-style-type: none"><li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li><li>• To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li><li>• To accurately read most words of two or more syllables.</li><li>• To read most words containing common suffixes.</li><li>• Read further common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li><li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li><li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li><li>• Re-read these books to build up fluency and confidence in word reading.</li></ul>		
	<b>Understand texts</b>	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding:</b> <ul style="list-style-type: none"><li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li></ul>	<b>Understand both the books they can already read accurately and fluently and those they listen to:</b> <ul style="list-style-type: none"><li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li><li>• Check that reading makes sense and self-correct.</li></ul>

	<ul style="list-style-type: none"> <li>• Make links between the text they are reading and other texts they have read in texts that they can read independently.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Recognise non-fiction books that are structured in different ways.</li> <li>• Recognise and join in with simple recurring literary language in stories and poetry.</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discuss favourite words and phrases.</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Ask and answer questions.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul>	to and those that they read for themselves.
Reading Domains		Common Exception Words	
<ul style="list-style-type: none"> <li>• 1a - draw on knowledge of vocabulary to understand texts.</li> </ul>		door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every,	

<ul style="list-style-type: none"> <li>• 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</li> <li>• 1c - identify and explain the sequence of events in texts.</li> <li>• 1d - make inferences from the text.</li> <li>• 1e - predict what might happen on the basis of what has been read so far.</li> </ul>	<p>everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>
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