



Year 2: The order of objectives is just a suggestion of how to structure your year. Generally, word reading and retrieval skills come first, followed by inference & language in the spring and work on whole text/wider themes in the summer (once a wider range of texts have been taught). Please feel free to change the order or break down larger objectives. The ORT objectives are included to give a clearer idea of what an ARE reader would look like at each stage. ORT follows the NC but offers a wider interpretation of objectives which can be really useful.

**Word Reading**

- ✓ 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
- ✓ read further common exception words, noting unusual correspondence 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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- ✓ reread these books to build up their fluency and confidence in word reading

<p><b>Reading Comprehension (throughout the year)</b> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding.</i></p> <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> <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</li> </ul>	<p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>✓ Use text marking to support retrieval of information or ideas from texts</li> <li>✓ Scan non-fiction pages to find a relevant section of text</li> <li>✓ Use dictionaries to check the meanings of new words they have read</li> </ul>	<p><b>Deduce &amp; Infer</b></p> <ul style="list-style-type: none"> <li>✓ Discuss reasons for actions and events based on evidence in the text</li> <li>✓ Empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act</li> <li>✓ Make predictions based on knowledge form/of the text and wide connections</li> <li>✓ Answer questions and make inferences using knowledge of real life situations</li> </ul>	<p><b>Language for effect</b></p> <ul style="list-style-type: none"> <li>✓ Explain what has happened so far in what they have read</li> <li>✓ Identify words and phrases that make the reader feel simple emotions.</li> </ul>	<p><b>Themes &amp; Conventions</b></p> <ul style="list-style-type: none"> <li>✓ Make links between books they are reading and other books they have read</li> </ul>
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<p>traditional tales</p> <p>✓ being introduced to non-fiction books that are structured in different ways</p> <p>✓</p>				
<p><b>Autumn:</b> ORT levels 7-8 would be ARE</p> <ul style="list-style-type: none"> <li>• I can think about what I am reading, checking and self-correcting while making sure I understand what I have read.</li> <li>• I can discuss the meaning of new words and link to vocabulary I already know.</li> <li>• I can begin to use the text to support inferences I make</li> <li>• I can read independently for longer periods of time.</li> </ul>				
<p><b>Spring:</b> ORT levels 9-10 would be ARE</p> <ul style="list-style-type: none"> <li>• I can read most words quickly and accurately without overt segmenting/blending.</li> <li>• I can read words with contractions.</li> <li>• Identify words and phrases that make the reader feel emotion.</li> <li>• I can begin to explain differences between text types.</li> </ul>				
<p><b>Summer:</b> ORT levels 11-12 would be ARE</p> <ul style="list-style-type: none"> <li>• I can use parts of unfamiliar words as a clue to the meaning (root words)</li> <li>• I can read a wide range of punctuation and read for 20-30 minutes at a time.</li> <li>• I can read most texts at this level automatically and fluently</li> </ul>				
<p><b>Extension Yr. 3 Autumn objectives:</b></p> <p>ORT levels 13 would be ARE</p> <ul style="list-style-type: none"> <li>• I can compare books and give my views about the use of language</li> <li>• I can identify themes and conventions in a wide range of texts.</li> <li>• I can discuss understanding and explain the meaning of words in context.</li> </ul>				