



YEAR 2 READING EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 2 using stage appropriate texts
Read accurately by blending the sounds in words that contain the 40+ graphemes.
Read accurately some words of two or more syllables that contain the same graphemes as above.
Read many common exception words.
Begin to use punctuation to support expression.
Read aloud many words in books that closely match the GPCs, quickly and accurately, without overt sounding and blending.
Sound out many unfamiliar words accurately.
Use the illustration to suggest meanings to unfamiliar words.
Retrieve basic information with teacher support.
Answer questions – in conjunction with the teacher - and make simple inferences.
Working at expected standard for Year 2 using age appropriate texts
Read accurately most words of two or three syllables.
Read most words containing common suffixes.
Read most common exception words.
Use punctuation to support expression.
Read most words accurately and fluently, from books that closely match the GPCs, without overt sounding and blending (sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words)
Sound out most unfamiliar words accurately without undue hesitation.
Check that the text makes sense to them in a book they can read fluently and correct inaccurate reading.
Read unfamiliar words making links to known vocabulary.
Use the context to suggest meanings to unfamiliar words.
Explain what has happened so far in what they have read.
Retrieve basic information.
Identify differences between fiction and non-fiction.
Answer questions and make some inferences.
Greater depth at Year2
Decoding is embedded and automatic.
The majority of reading is fluent and expressive.
Identify words and phrases that interest the reader.
Read unfamiliar words using links to known vocabulary for understanding.

Make links between books they are reading and other books they have read.
Retrieve information.
Identify the features of different genre.
Identify and explain the sequence of events in texts.
Make inferences.
Plausibly predict what might happen on the basis of what has been read so far.

WHAT IS GREATER DEPTH?

In addition to the term ***end of year expectations***, the term ***greater depth*** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.