These are the things that children in year 2 must know by the end of the academic year to be on track for their age.

Stoke Reads: Path 2 'Must Know'

Genres

Contemporary and classic poetry

Stories and non-fiction

Fairy stories and traditional tales

Non-fiction books structured in

different ways

Words

Read words comprising Yr2 GPC's accurately and speedily

Speaking and Listening

Use relevant strategies to build vocabulary

Retell personal experiences with detail and descriptive language

Listen to and build on what the previous speaker has said

Articulate and justify answers, arguments and opinions

Reading

Read whole books rather than extracts

Learn poems by heart

Read for pleasure, reread books to build up fluency

Comment on plot, setting and characters in familiar and unfamiliar

These 'must know' objectives are split into paths and steps to cover an aspect each term. Children are expected to achieve Path 2 step 1 by the end of the Autumn term, Path 2 step 2 by the end of the Spring term and be working within Path 2 step 3 by the end of the academic year.

	Word Reading	Comprehension I can understand and interpret	Comprehension I can comment on structure and organisation	Comprehension I can talk about the writers style	Comprehension I can talk about the writers viewpoint and how this makes the reader feel
	SR1	SR2	SR3	SR4	SR5
Path 2 : Step 1	Read familiar words quickly without needing to sound out Read words accurately with two or more syllables. Checks that the word decoded fits in with what else has been read and makes sense. Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks. Will self-correct if reading does not make sense	Discuss favourite words and phrases Answer simple literal and inference questions. Answer questions by using words from the question to help them to write the answer. Retell story which includes characters and main events sequentially. Make predictions using experience of reading books written by the same author or by drawing on own experiences. Participates in discussion about books, poems and other works that are read to them or those that they can read for themselves. Generate questions before reading and use bibliographic knowledge to help retrieve specific information.	Discuss and comment on the structure of the narrative or non-fiction text ie index, contents page, glossary sub headings etc. Recognises different plot structures, eg cumulative – 'Rom on the Broom;, cyclical 'Rosie's Walk. Good character versus bad character, ie Red Riding Hood/the Wolf etc. Recognises limericks, rhyming couplets, alphabet poems, mnemonics etc. Evaluates the usefulness of the information in a particular text for answering questions. Explain how events link together and explain cause and effect.	Identify how vocabulary choice affects meaning - ie a 'posh voice (formal). Recognises how details are added in for effect, ie adjectives, alliteration, synonyms. Recognises how specific poets choose different themes and the language that they use for effect Finds words to explain how a character is feeling. Identify rhyming or alliterative words.	Discussing key words and phrases that describe main events and characters in the story, Make inferences about thoughts and feelings of characters and events Identifies and talks about favourite poems. Make choices about which texts to read based on prior reading experience and bibliographic knowledge. Shows enjoyment and appreciation of mood of story and talk about aspects that they enjoyed. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Path 2 : Step 2	Recognise a range of prefixes and suffixes to construct the meanings of words in context. Reads fluently with intonation, expression and regard for punctuation. Uses appropriate voices for the characters Able to gain overall impression of text by scanning title, contents page, illustrations etc. Re-read books to build up fluency and enjoyment. Monitors and checks that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.	Comment on reasons for events in a story Discuss different characters and comment on how they might act, behave? Find and extract information from the text to discuss and reference where necessary Ask questions before reading Ask and answer questions Understand where to go to find answers Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere.	Make comparisons between books noting similarities and difference for example characters, setting Comment on text by making predictions about content of a book by skimming the words, contents, illustrations etc Uses non-fiction texts to extract information across the curriculum Beginning to magpie key words from reading.	Disusing and clarifying the meaning of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Retell story with more detail Performs the poem in the style that the poet intended Identifies and comment on vocabulary and literary features. Begin to understand effect of words or phrases, eg. in creating humour or a particular atmosphere. Is aware of underlying themes Comment on the effects of words and phrases for example to create humour, images and atmosphere	Understand what the writer might be thinking ' Performs favourite poems. Continue to make choices about which texts to read based on prior reading experience and bibliographic knowledge. Responds to text by discussing preferences. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Confidently participates in discussion about books, poems and other works that are read to them or those that they can read for themselves.
Path 2 : Step 3	Self-correct if a sentence has been read incorrectly Monitor what they read, check that the words they have decoded make sense, and relate meaning to own experiences. Read independently, using known strategies appropriately to decode and establish meaning. Recognise the functions of punctuation including apostrophe for omission and use appropriate intonation and expression.	Show understanding of main points with reference to the text Comment on actions of the main characters and justify views using evidence from the text Summarise the main points from passage or text Understand cause and effect in narrative and non-fiction, eg what has prompted character's behaviour in a story, Independently performs poems and other works that are read to them or those that they can read for themselves.	Understands a range of plot structures and can make simple comparisons. Understands that in non-fiction texts information can be in alphabetical order in themes and in chapters. Routinely magpies key words from reading, Uses indexes / glossaries with growing confidence. Navigates ICT texts. Evaluates the usefulness of information.	Recognise and begin to evaluate where language is used to create mood or build tension. Routinely interpret factual information. Identify where language is used to create mood or build tension. Able to find some words/phrases which convey a strong emotion, atmosphere or point of view.	Starts to identify the author's purpose for writing, eg a letter asking to stay at an Uncle's house etc. Recognises how an author conveys different moods. Recognises how an author asks questions of the reader. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear