HCAT Reading On a Page
Year 2

Texts should be taken directly from the HCAT Reading Spine and reflect a balanced range of fiction, non-fiction, and poetry.
Should staff wish to select alternative texts they should fit within the appropriate Lexile range (420-620).

Autumn

Category	Objectives
Decoding	• To read accurately by blending (including alternative sounds for graphemes). • To read Y2 common exception words (noting unusual correspondences). • To read books aloud which are matched to phonics knowledge (sounding out unfamiliar words automatically).
Fluency	• To begin to develop some fluency and expression by pausing at full stops. • To use pictures and text to identify and support meaning and fluency.
Retrieval	• To orally retell a wider range of stories (using actions and visual cues from the story). • To answer questions about characters, settings or key events. • To scan the text to find given words and phrases.
Inference	• To make predictions prior to reading based upon the title, cover and skim reading of illustrations. • To make simple inferences about a character's feelings.
Reader Response	• To participate in discussion about books and poems, explaining their understanding and expressing their views.
Author Intent	
Vocabulary	• To discuss and clarify the meaning of words, linking new meanings to known vocabulary.
Poetry	•To build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation.
Non-Fiction	• To identify that non-fiction books can be structured in different ways. • To recall facts and vocabulary in response to questions.

Spring

Category	Objectives
Decoding	• To develop automaticity until reading is fluent. • To read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, - ful-, -ness, -less, -ly). • To read words with contractions and understand that the apostrophe represents an omitted letter. • To read Y2 common exception words (noting unusual correspondences).
Fluency	• To use pictures and text to identify and support meaning and fluency. • To re-read books to build fluency and confidence in word reading. • To consider the function of punctuation whilst reading with appropriate prosody. • To identify when reading does not make sense and self-correct.
Retrieval	• To orally retell a wider range of stories (using actions and visual cues from the story). • To sequence events from a text, explaining the reasons for choices made. • To answer questions about characters, settings or key events. • To scan the text to find given words and phrases.
Inference	• To make predictions prior to reading based upon the title, cover and skim reading of illustrations. • To make predictions based upon events in the text so far. • To make simple inferences about a character's feelings. • To make inferences on the basis of what has been said/done.
Reader Response	• To discuss the sequence of events in books and how information or actions are related. • To participate in discussion about books and poems, explaining their understanding and expressing their views.
Author Intent	• To identify where language is used to create mood, build tension or paint a picture.
Vocabulary	• To discuss and clarify the meaning of words, linking new meanings to known vocabulary. • To discuss favourite words and phrases in context.
Poetry	•To build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation.
Non-Fiction	• To identify that non-fiction books can be structured in different ways. • To explain some differences between fiction and non-fiction books. • To recall facts and vocabulary in response to questions.

Summer

Category	Objectives
Decoding	• To read most words quickly and accurately (without overt sounding and blending). • To read Y2 common exception words (noting unusual correspondences). • To develop automaticity until reading is fluent. • To read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, - ful-, -ness, -less, -ly). • To read words with contractions and understand that the apostrophe represents an omitted letter.
Fluency	• To use pictures and text to identify and support meaning and fluency. • To re-read books to build fluency and confidence in word reading. • To consider the function of punctuation whilst reading with appropriate prosody. • To identify when reading does not make sense and self-correct.
Retrieval	• To orally retell a wider range of stories (using actions and visual cues from the story). • To sequence events from a text, explaining the reasons for choices made. • To answer questions about characters, settings or key events. • To explain and discuss the key information from what is read or seen. • To identify and discuss the setting and names of the characters in a story. • To scan the text to find given words and phrases.
Inference	To make predictions prior to reading based upon the title, cover and skim reading of illustrations. • To make predictions based upon events in the text so far. • To begin to describe cause and effect (e.g., the effect a character's action has on other characters). • To make simple inferences about a character's feelings. • To make inferences on the basis of what has been said/done.
Reader Response	• To discuss the sequence of events in books and how information or actions are related. • To participate in discussion about books and poems, explaining their understanding and expressing their views. • To quote directly from the text to support thoughts and discussions.
Author Intent	• To identify where language is used to create mood, build tension or paint a picture.
Vocabulary	• To discuss and clarify the meaning of words, linking new meanings to known vocabulary. • To discuss favourite words and phrases in context.
Poetry	•To build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation.
Non-Fiction	• To identify that non-fiction books can be structured in different ways. • To explain some differences between fiction and non-fiction books. • To recall facts and vocabulary in response to questions.