



## Year 2 Reading Progression

<p><b>Year 2 National Curriculum Statements – Reading – word reading</b></p>	<p><b>Reading - word reading</b> Pupils should be taught to:</p> <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>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• read accurately words of two or more syllables that contain the same graphemes as above</li><li>• read 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>• reread these books to build up their fluency and confidence in word reading</li></ul>
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<p style="text-align: center;">Year 2 National Curriculum Statements – Reading Comprehension</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p>V1: listening to, discussing and expressing 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</p> <p>S1: discussing the sequence of events in books and how items of information are related</p> <p>S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>E1/3: being introduced to non-fiction books that are structured in different ways</p> <p>V3: recognising simple recurring literary language in stories and poetry</p> <p>V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>V2: discussing their favourite words and phrases</p> <p>S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <p>V: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>R: checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>I: making inferences on the basis of what is being said and done</p> <p>R: answering and asking questions</p> <p>P: predicting what might happen on the basis of what has been read so far</p> <p>I/R: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>E: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
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<b>Activities to support reading</b>	<ul style="list-style-type: none"><li>• Relate spoken words to written words in context</li><li>• Encourage children to retell parts of the story from memory</li><li>• Transcribe the children's oral responses into written ones and model structures for answering question</li><li>• Always ask the children to explain their responses to questions – How do you know?</li><li>• Jump in – Encourage children to continue the story to the end of the punctuation in a known story</li><li>• Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed</li><li>• MTYT – Allow children to discuss in partners or read together</li><li>• Ask children to become Reading Detectives and search for clues within texts</li><li>• Model reading strategies – re-reading for clarity and understanding</li></ul>
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	<b>Skills</b>	<b>Question stems</b>
<b>Year 2 Vocabulary</b>	<ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• recognise some recurring language in stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>• Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>• Why do you think that the author used the word... to describe...?</li> <li>• Which other word on this page means the same as...?</li> <li>• Find an adjective in the text which describes...</li> <li>• Which word do you think is most important in this section? Why?</li> <li>• Which word best describes...?</li> </ul>
<b>Year 2 Inference</b>	<ul style="list-style-type: none"> <li>• make inferences about characters' feelings using what they say and do.</li> <li>• infer basic points and begin, with support, to pick up on subtler references</li> <li>• answering and asking questions and modifying answers as the story progresses</li> <li>• use pictures or words to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that?</li> <li>• Why do you think...?</li> <li>• How do you think....?</li> <li>• When do you think...?</li> <li>• Where do you think...?</li> <li>• How has the author made us think that...?</li> </ul>
<b>Year 2 Prediction</b>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>• make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you think.... will go next?</li> <li>• What do you think... will say/do next?</li> <li>• What do you think this book will be about? Why?</li> <li>• How do you think that this will end? What makes you say that?</li> <li>• Who do you think has done it?</li> <li>• What might.... say about that?</li> <li>• How does the choice of character affect what will happen next?</li> </ul>

<p style="text-align: center;"><b>Year 2 Explaining</b></p>	<ul style="list-style-type: none"> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>• express my own views about a book or poem</li> <li>• discuss some similarities between books</li> <li>• listen to the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that..</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Does the picture help us? How?</li> <li>• What would you do if you were...?</li> <li>• Would you like to live in this setting? Why?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you agree with the author's...? Why?</li> </ul>
<p style="text-align: center;"><b>Year 2 Retrieval</b></p>	<ul style="list-style-type: none"> <li>• independently read and answer simple questions about what they have just read</li> <li>• asking and answering retrieval questions</li> <li>• draw on previously taught knowledge</li> <li>• remember significant event and key information about the text that they have read</li> <li>• monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul>	<ul style="list-style-type: none"> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set? How do you know?</li> <li>• Which is your favourite/worst/funniest/ scariest part of the story? Why?</li> <li>• Tell me three facts you have learned from the text.</li> <li>• Find the part where...</li> <li>• What type of text is this?</li> <li>• What happened to ... in the end of the story?</li> </ul>
<p style="text-align: center;"><b>Year 2 Sequence</b></p>	<ul style="list-style-type: none"> <li>• discuss the sequence of events in books and how items of information are related.</li> <li>• retell using a wider variety of story language.</li> <li>• order events from the text</li> <li>• begin to discuss how events are linked focusing on the main content of the story</li> </ul>	<ul style="list-style-type: none"> <li>• What happens in the story's opening?</li> <li>• How/where does the story start?</li> <li>• What happened at the end of the...? •</li> <li>• What is the dilemma in this story?</li> <li>• How is it resolved?</li> <li>• Can you retell the story to me in 20 words or less?</li> <li>• Can you summarise in 3 sentences the beginning, middle and end of this story?</li> </ul>

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Power of Reading</b>	The Jolly Postman The Robot and the Bluebird	Zeraffa Giraffa Fantastic Poems	Leaf Diary of a Killer Cat	Man on the Moon Look Up!	Room on the Broom Olga Da Polga	Grace and Family The Enormous Crocodile
<b>VIPERS</b>	<p><b>V</b> – discussing and clarifying the meanings of words</p> <p><b>I</b> – make inferences about characters’ feelings using what they say and do</p> <p><b>P</b> – predicting what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p><b>E</b> – express my own views about a book or poem</p>	<p><b>V</b> – link new meanings to known vocabulary discussing their favourite words and phrases</p> <p><b>I</b> – use pictures or words to make inferences</p> <p><b>P</b> – predicting what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p><b>E</b> – listen to the opinion of others</p> <p><b>R</b> – asking and answering retrieval questions</p>	<p><b>V</b> – recognise some recurring language in stories and poems</p> <p><b>I</b> – answering and asking questions and modifying answers as the story progresses</p> <p><b>P</b> – predicting what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p><b>E</b> – explain and discuss their understanding of books, poems and other material, both those that</p>	<p><b>V</b> – discussing and clarifying the meanings of words</p> <p><b>I</b> – infer basic points and begin, with support, to pick up on subtler references</p> <p><b>P</b> – make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p> <p><b>E</b> – discuss some similarities between books</p>	<p><b>V</b> – link new meanings to known vocabulary discussing their favourite words and phrases</p> <p><b>I</b> – infer basic points and begin, with support, to pick up on subtler references</p> <p><b>P</b> – make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p> <p><b>E</b> – explain and discuss their</p>	<p><b>V</b> – recognise some recurring language in stories and poems</p> <p><b>I</b> – answering and asking questions and modifying answers as the story progresses</p> <p><b>P</b> – make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p> <p><b>E</b> – discuss some similarities between books</p>

	<p><b>R</b> – monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</p> <p><b>S</b> – order events from the text</p>	<p><b>S</b> – order events from the text</p>	<p>they listen to and those that they read for themselves</p> <p><b>R</b> – draw on previously taught knowledge</p> <p><b>S</b> – retell using a wider variety of story language</p>	<p><b>R</b> – remember significant event and key information about the text that they have read</p> <p><b>S</b> – begin to discuss how events are linked focusing on the main content of the story</p>	<p>understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p><b>R</b> – independently read and answer simple questions about what they have just read</p> <p><b>S</b> – discuss the sequence of events in books and how items of information are related</p>	<p><b>R</b> – independently read and answer simple questions about what they have just read</p> <p><b>S</b> – discuss the sequence of events in books and how items of information are related</p>
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