Year 2 Reading Progression Grid

Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multi-syllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.	-Phonics teaching, using Letters and Sounds that is tracked to age related expectations -Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. -Daily high frequency words. -Daily individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. -Daily story time. -Hear questions being asked to children throughout reading both whole class and individual.
Common Exception Words/ HFW	To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

	Develop pleasure in reading, motivation to read, vocabulary and understanding by:
Year 2 National Curriculum Statements – Reading Comprehension	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
	S1: discussing the sequence of events in books and how items of information are related
	S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
	E1/3: being introduced to non-fiction books that are structured in different ways
	V3: recognising simple recurring literary language in stories and poetry
	V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary
	V2: discussing their favourite words and phrases
	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
	Understand both the books that they can already read accurately and fluently and those that they listen to by:
	V2: drawing on what they already know or on background information and vocabulary provided by the teacher
	R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading
	I1/2: making inferences on the basis of what is being said and done
	R1/2: answering and asking questions
	P1/2: predicting what might happen on the basis of what has been read so far
	I3/R5: 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
	E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Activities to support reading	Relate spoken words to written words in context
	Encourage children to retell parts of the story from memory
	Transcribe the children's oral responses into written ones and model structures for answering question
	Always ask the children to explain their responses to questions – How do you know?
	Jump in – Encourage children to continue the story to the end of the punctuation in a known story
	Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed
	MTYT (My Turn Your Turn)– Allow children to discuss in partners or read together
	Ask children to become Reading Detectives and search for clues within texts
	Model reading strategies – re-reading for clarity and understanding

	Key Reading Skills	**Suggested question stems**

Year 2 – Vocabulary	• discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems	• Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?
Year 2 Inference	• make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences	• What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...?
Year 2 Prediction	• predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	• Where do you think.... will go next? • What do you think... will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next?
Year 2 Explaining	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others	• What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?

Year 2 Retrieval	• independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	• Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where... • What type of text is this? • What happened to … in the end of the story?
Year 2 Sequence	• discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story	• What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?