



Year 2 Reading Progression Grid

Year 2 National Curriculum Statements	Reading Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • 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>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • 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 • 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		<p>Relate spoken words to written words in context</p> <p>Encourage children to retell parts of the story from memory</p> <p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to explain their responses to questions – How do you know?</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Echo reading – to encourage fluency, use intonation to add to meaning and clarity of speech</p> <p>Paired reading – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>



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	Key Reading Knowledge and Skills	
Year 2 Word Reading	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes. To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 	
	Key Reading Knowledge and Skills	Suggested question stems for whole class reading
Year 2 Vocabulary	<p>To know how to:</p> <ul style="list-style-type: none"> discuss 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 	<ul style="list-style-type: none"> 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	<p>To know how to:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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...?



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Year 2 Prediction	<p>To know how to:</p> <ul style="list-style-type: none"> • predict what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • 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	<p>To know how to:</p> <ul style="list-style-type: none"> • 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 their own views about a book or poem • discuss some similarities between books • listen to the opinion of others 	<ul style="list-style-type: none"> • 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	<p>To know how to:</p> <ul style="list-style-type: none"> • read and answer simple questions about what they have just read independently. • 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. 	<ul style="list-style-type: none"> • 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?



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Year 2 Sequence	<p>To know how to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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?
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Reading for Pleasure

Class books and novels are read daily to the children.

The selection of books includes those linked to '5 plagues of reading' (must reads), topics and teachers' personal choices from recommended lists. The 5 plagues are identified types of books that can create barriers to children developing a life-long love of reading. By reading a selection of these books, we aim to encourage children to read a wider range of books.

5 Plagues	Archaic language		Non-linear time sequences		Narratively Complex		Complexity of Story		Resistant Texts	
Year 2 (KS1)	The Tale of Peter Rabbit (23 book series)	Where the Wild Things Are	When the rains come	Grandpa	Come away from the water	Hey Little Ant	Owl Babies	Grandad's island	Not Now Bernard	Mirror

The internet provides a wealth of recommended book lists that are updated regularly. Suggested sites include The Book Trust, National Literacy Trust and The Centre for Literacy in Primary education.



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Daily Reading

Children have the opportunity to change their reading book when necessary (daily) and have a weekly timetabled library session, these sessions allow the children to choose a book of their own choice from a wide selection of fiction and non-fiction books. Both the library and reading books can be read during daily reading sessions.

Class/Year group Library

Each class or year group (depending on organisational space) has access to a class library. These have a range of books including:

- fiction
- non-fiction
- books reflecting diversities
- class novels that have been read