|  |  |
| --- | --- |
| **Year 2 - Reading Progression** | |
| **Word Reading:**   * continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent * read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes * read accurately words of two or more syllables that contain the same graphemes as above * read words containing common suffixes * read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * re-read these books to build up their fluency and confidence in word reading | |
| **Fluency:**   * to be able to read a wide range of age appropriate texts (fiction, poetry and plays, non-fiction, reference or text books)   + with expression     - attempts expression, but occasionally does not match the meaning     - beginning to demonstrate confidence     - primarily focuses on saying the words correctly but is beginning to sound natural   + with automatic word recognition     - beginning to read phrase by phrase     - reads words that they have frequently encountered quickly and accurately and sounds out unfamiliar words accurately, automatically and without hesitation     - reads at least 90 words correct per minute   + with rhythm and phrasing (phrasing/chunking and pausing)     - reads with some choppiness but is able to go phrase by phrase sometimes     - pays attention to intonation and is beginning to pause at punctuation with some accuracy   + with smoothness (accuracy and self-correcting)     - reads all words containing graphemes taught so far accurately     - breaks occasionally from smoothness and may hesitate     - has a few difficulties with specific words and/or structures, but they only occasionally impede overall flow | |
| **Term 1 – Change for the Better**  Text Focus – Archaic (texts that have vocabulary or syntax that is not used nowadays – over 50 years old at least)  Paddington: The original story of the bear from Darkest Peru– Michael Bond | **Comprehension Objectives (Focus Skill – Retrieve)**   * Answering makiand asking questions * Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves * 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   + Link the events or topic from a text to their own experience and /or information they know. Recognise how books are similar to others they have read or heard.   + Ask questions about a text to ensure they understand events or ideas in a text.   + Scan pages to find specific information, using key words or phrases and headings. Read sections of text more carefully e.g. to answer a specific question   + Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.   + Retrieve information from a text and re-present it in a variety of forms, including by matching and linking information, ordering, tabulating and copying.   + Answer simple retrieval questions by making a point and supporting it with ‘evidence’ from the text.   + Identify what is known for certain from the text about characters, paces and events in narrative and about different topics in non-fiction. Give reasons why things happen where it is directly explained in the text. Locate information using contents, index, sub-headings, page numbers etc.   + Ask what, where, and when questions about a text to support and develop their understanding.   + Locate information using title, contents, index, page numbers, illustrations, headings, sub-headings etc. Express and record their understanding of information orally, using simple graphics or in writing.   + Scan a text to find specific sections using key words, phrases or sub-headings. Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub-headings. |
| **Term 2 – What Have They Taught Us?**  Text Focus – Narratively Complex (have an unreliable, multiple or non-human narrators which often create multiple plot-lines or alternative view points) Grandad Pot-Siobhan Dodds | **Comprehension (Focus Skill –Inference)**   * Making inferences on the basis of what is being said and done   + Answer simple inference questions by making a point and supporting it with ‘evidence’ from a text.   + Make inferences about characters from what they say and do, focusing on important moments in a text.   + Ask questions to understand more about characters and events in narrative or the topic in non-fiction.   + Talk around a topic prior to reading. |
| **Term 3 – Where Would We Be Without Water?**  Text Focus – Non-Linear ( have timelines that can be complex to follow as the events are not written in order)  The Little Girl and the Tiny Doll - Edward and Aingelda Ardizzone | **Comprehension (Focus Skill – Prediction and Summarising)**   * Predicting what might happen on the basis of what has been read so far   + Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.   + Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. * Discussing the sequence of events in books and how items of information are related * Explaining and discussing their understanding of books, poems, and other material, both those that they listen to and those they read for themselves   + Retell a story giving the main events. Retell some important information they’ve found out from a text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea. |
| **Term 4 – Healthy Body, Healthy Minds**  Text Focus – Figurative/Symbolic ( have language that often conveys a moral or political message)  Flat Stanley: The Original Adventure – Jeff Brown | **Comprehension (Focus Skill – Explain)**   * 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   + Make simple notes on a text e.g. underlining key words or phrases, adding headings etc.   + Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fictions texts.   + Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.   + Identify and discuss story elements such as setting, events, characters and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme and other features which influence the sound of a poem.   + Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.   + Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve e.g. by considering alternative synonyms that might have been used.   + Explain why they like a particular text.   + Notice how information is presented.   + Investigate traditional story language e.g. story openers and endings, scene openers, language which signals a time shift or magical event.   + Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order layout, illustrations, diagrams, captions. Hyperlinks and bullet points.   + Notice some of the language features of non-fiction texts e.g. direct language, the language of explanation, time connectives etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding. |
| **Term 5 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  I Was a Rat – Philip Pullman | **Comprehension (Focus Skill – Explain)**   * 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   + Make simple notes on a text e.g. underlining key words or phrases, adding headings etc.   + Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fictions texts.   + Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.   + Identify and discuss story elements such as setting, events, characters and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme and other features which influence the sound of a poem.   + Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.   + Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve e.g. by considering alternative synonyms that might have been used.   + Explain why they like a particular text.   + Notice how information is presented.   + Investigate traditional story language e.g. story openers and endings, scene openers, language which signals a time shift or magical event.   + Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order layout, illustrations, diagrams, captions. Hyperlinks and bullet points.   + Notice some of the language features of non-fiction texts e.g. direct language, the language of explanation, time connectives etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding. |
| **Term 6 – Our Beautiful World**  Text Focus – Resistant (texts that deliberately resist easy meaning-making by readers such as poetry)  Diary of a Killer Cat – Anne Fine | **Comprehension (Focus Skill – Consolidation of all skills based on assessment)** |