

READING: Implementation and Progression Overview Counts in Year 2

| A | B | C | D | E | F |
|--|--|---|---|--|--|
| Reading Curriculum & Curriculum | | | | | |
| Geography: UK – Rivers and Seas | Reading Breadth: Fairy Stories & Poetry - Classics | Science: Living Things Habitats / Plants | Reading Breadth: Traditional Tales & Poetry: Contemporary | History: Events Beyond Living Memory – Fire of London | Reading Breadth: Stories and Plays & Poetry - Contemporary |
| Word Reading | | | | | |
| Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Apply and embedded phonic knowledge and skills as the route to decode •Read some common exception words •Read most words containing common suffixes - ly | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Decoding automatically and build fluency •Read some common exception words •Read most words containing common suffixes -er -est | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Re-read books to build fluency and confidence •Read most common exception words •Read most words containing common suffixes - ful | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Sound out most unfamiliar words accurately, without undue hesitation •Read accurately most words of two or more syllables •Read most common exception words •Read most words accurately without overt sounding and blending | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read most words containing common suffixes – ness •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding •Read accurately most words of two or more syllables | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Read most words containing all common suffixes •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding |
| Comprehension | | | | | |
| Throughout Year 2 Focus on: <ul style="list-style-type: none"> •Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently •Discuss their favourite words and phrases using some of them in their writing •Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) | | | | | |
| Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Check the text makes sense to them and correct inaccurate reading •Answer and ask questions •Make some predictions of what might happen on the basis of what has been read so far •Understand many non-fiction books that are structured in different ways | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of fairy stories •Discuss an increasing amount of word meanings in context, linking meanings to those already known •Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) •Make some predictions of what might happen on the basis of what has been read so far | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Explain what has happened so far in what they have listened to or read •Discuss the sequence of events in books and how many items of information are related •Understand many non-fiction books that are structured in different ways | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of traditional tales •Recognise simple recurring literary language in stories and poetry and draw upon these for their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Discuss their favourite words and phrases using some of them in their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) •Understand many non-fiction books that are structured in different ways | Build on Previous Term & Focus on: <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of stories and plays •Discuss their favourite words and phrases using some of them in their writing •Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher |

Skills and Strategies

Apply the following reading strategies with increasing independence:

- Building on phonics subject skills and knowledge
- Connect prior knowledge with context
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Connect prior knowledge to context

Build on Previous Year & Focus on:

- Recognise and read *many* common exception words
- Read sentences with increasing accuracy and fluency
- Self-correction words
- Read aloud with attention to punctuation, including full stops, question, exclamation *and* intonation

Build on Previous Term & Focus on:

- Recognise and read *many* common exception words
- Read sentences with increasing accuracy and fluency
- Self-correction words
- Read aloud with attention to punctuation, including full stops, question, exclamation *and* intonation

Build on Previous Term & Focus on:

- Recognise and read *most* common exception words
- Read a range of texts with increasing accuracy and fluency
- Self-correction, including re-reading and reading ahead
- Look for specific information in texts using contents and glossaries
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
- Re-reading sentences for clarity

Build on Previous Term & Focus on:

- Recognise and read *most* common exception words
- Read a range of texts with increasing accuracy and fluency
- Self-correction, including re-reading and reading ahead
- Re-reading sentences for clarity

Build on Previous Term & Focus on:

- Recognise and read *all* common exception words with automaticity
- Read a range of texts with increasing accuracy and fluency
- Self-correction, including re-reading and reading ahead
- Talk about book preferences
- Identify how texts are organised, e.g. *lists, numbered points, tables and bullet points*

Build on Previous Term & Focus on:

- Recognise and read *all* common exception words with automaticity
- Read a range of texts with increasing accuracy and fluency
- Self-correction, including re-reading and reading ahead
- Talk about book preferences

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

- 1a draw on knowledge of vocabulary to understand texts
- 1d make inferences from the text

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1e predict what might happen on the basis of what has been read so far

1d make inferences from the text

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1d make inferences from the text

1e predict what might happen on the basis of what has been read so far

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the sequence of events in texts

1d make inferences from the text

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1d make inferences from the text

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1d make inferences from the text

Reading Terminology for Pupils

Building on Previous Year and throughout Year 2 focus on:

grapheme, phoneme, syllable, sequence, structure, predict, discuss, question