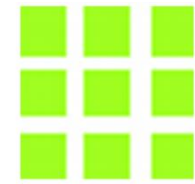


Year 2 reading progression

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage



Striving for Excellence

	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn term	<ul style="list-style-type: none"> • 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 graphemes taught so far 	<ul style="list-style-type: none"> • Understand both the books they can already read accurately and fluently, and those they listen to • Draw on what they already know or on background information and vocabulary, provided by the teacher • Discuss and clarify the meanings of words, linking new 	<ul style="list-style-type: none"> • Identify and discuss the main events or key points in a text • Retell a story clearly and with appropriate detail 	<ul style="list-style-type: none"> • Answer questions • Ask questions • Extract information from the text and discuss orally with reference to the text 	<ul style="list-style-type: none"> • Participate in discussions 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 	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far and their own experience • Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • Recognise simple recurring literary language in stories and poetry • Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum) 	<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 at which they can read independently • Become increasingly familiar with and retell a wider range of stories, fairy stories

	<ul style="list-style-type: none"> • Read words containing common suffixes • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 	<p>meanings to known vocabulary</p> <ul style="list-style-type: none"> • Check that the text makes sense to them as they read and correct inaccurate reading 						and traditional tales
Spring term	<ul style="list-style-type: none"> • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Re-read books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • Use the context/ grammar of the sentence to decipher new or unfamiliar words 	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> • Understand how to use alphabetically ordered texts to retrieve information 	<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 	<ul style="list-style-type: none"> • Make simple inferences about characters' thoughts and feelings and reasons for actions 	<ul style="list-style-type: none"> • Discuss favourite words and phrases • Identify how vocabulary choice affects meaning 	<ul style="list-style-type: none"> • Read non-fiction books that are structured in different ways

Summer term	<ul style="list-style-type: none"> • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> • Identify or provide own synonyms for specific words within the text 						<ul style="list-style-type: none"> • Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting
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As we move through the school year, each skill is revisited multiple times with increasing independence each time,