Progression in Reading Year 2

Strands	Term 1 & 2	Term 3 & 4	Term 5 & 6
Word Reading	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. *Up to phase 5, consolidate learning from phase 6 & complete Y6*	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. *(consolidating all phases with unknown words)*	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically and without undue hesitation.
	Re-read books to build up fluency & confidence in word reading.	Re-read books to build up fluency & confidence in word reading. *(diff books in T1/2, diff words, more words)*	Re-read books to build up fluency & confidence in word reading. (books at end of each level have more words and more phonic knowledge)
	Read frequently encountered words, including HF words linked to phonics phase, quickly and accurately without overt sounding and blending.	Read frequently encountered words, including HF words linked to phonics phase, quickly and accurately without overt sounding and blending. *(consolidating all phases with unknown words)*	Read frequently encountered words, including HF words linked to phonics phase, quickly and accurately without overt sounding and blending. (books at end of each level have more words and more phonic knowledge)
	Read accurately by blending the sounds in words, especially recognizing alternative sounds for graphemes. Revisit Y1	Read accurately by blending the sounds in words, especially recognizing alternative sounds for graphemes.	Read accurately words of two or more syllables that contain alternative sounds for grapheme eg shoulder, roundabout & grouping .
	Read accurately words of two or more syllables that contain alternative sounds for grapheme eg treated & heading; carrot & recently.	Read accurately words of two or more syllables that contain alternative sounds for grapheme eg treated & heading; carrot & recently	Read longer and less familiar texts independently.
	Read words containing suffixes eg -ing -ed -er -est - y	Read words containing suffixes eg –ness –ment –ful –ly .	Read words containing suffixes eg –ness –ment –ful –ly –lees, -ing, -ed, er, est, y
	Read further common exception words, noting tricky parts. (next 75)	Read further common exception words, noting tricky parts.	Read further common exception words, noting tricky parts.
Developing pleasure in reading & motivation to read	Sequence the main events in stories using prompts eg pictures, objects, questions.	Discuss the main events in stories	Discuss the main events in stories and sequence using language such as first of all, moments later, After a while, Finally.
	Orally retell stories, fairy tales and traditional tales as part of a group.	Using their own story map, orally retell stories, fairy tales and traditional tales.	Orally retell a wider range of stories, fairy tales and traditional tales to different audiences.
	Recognise the use of repetitive language within a simple story.	Recognise the use of repetitive language within a poem.	Recognise the use of repetitive language within a text or poem and across texts.
	Learn and recite a poem	Learn and recite a range of poems.	Learn and recite a range of poems
	Make personal reading choices and provide recommendations to others.	Begin to develop and talk about personal reading preferences for particular authors or types of books.	Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure.

Understanding books which they can read themselves and those which are read to them	Choose favourite words and phrases from a text.	Identify and discuss favourite words and phrases from a text.	Identify, discuss & collect favourite words and phrases eg make lists of words according to word class – nouns, adjectives, verbs; wonderful word dictionary
	Identify unfamiliar words within the context of a text and discuss meanings as a group.	Identify and discuss words within the context of a text, linking new meanings to known vocabulary eg a toad is similar to a frog.	Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words eg terror, terrorised.
	Take note of punctuation when reading ie pausing at full stops, question marks, exclamation marks.	Take note of punctuation when reading aloud ie pausing at commas which separate items in a list.	Take note of punctuation by using tone and intonation when reading aloud eg pausing at full stops, changing voice at a question or exclamation mark.
	Pose and orally rehearse questions prior to reading non-fiction texts.	Pose and orally rehearse and write questions prior to reading non-fiction books.	Activate prior knowledge, raise questions and find & note answers eg what do we know? What do we want to know? What have we learned?
	Recognise when a text does not make sense while reading.	Recognise when a text does not make sense while reading and with prompting, can correct.	Check that the text makes sense while reading and self-correct.
	Demonstrate an understanding of fiction and non- fiction texts by orally asking and answering who, what, where, when, why, how questions.	Demonstrate an understanding of fiction and non- fiction texts by orally and, with support, in writing asking and answering who, what, where, when, why, how questions.	Demonstrate an understanding of fiction and non- fiction texts by orally and in writing asking and answering who, what, where, when, why, how questions.
	Discuss their understanding of a text and give opinions eg I wouldn't want to live in a land where its always winter.	Explain and discuss their understanding of a text, giving opinions eg I think Lucy should go back through the wardrobe for the animals need her help to fight the queen.	Explain and discuss their understanding of a text, giving opinions and supporting with reasons eg Hansel was clever when he put stones in his pockets because….
	Develop and demonstrate their understanding of characters through role play and drama eg hot seat, magic mirror	Develop and demonstrate their understanding of events through role play and drama eg improvisation, freeze frames	Develop and demonstrate their understanding of characters and events.
	Draw inferences about characters from the text eg what is the character thinking? Saying? Feeling?	Draw inferences about events from the text eg why do you think that happened? How do you think the problem will be resolved?	Draw inferences about characters and events from the text.
	Make predictions based on what has been read so far and give reasons.	Make predictions based on what has been read so far and give reasons, orally beginning to refer to the text.	Make predictions based on what has been read so far and give reasons, orally referring to the text.
	Identify how specific information is organised within a non-fiction text eg sub-headings, contents, bullet points, glossary, diagrams.	Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts.	Locate specific information in order to answer questions from a selection of non-fiction texts. Find info using the contents page, index, labelled diagrams and charts.

Participating in discussion	Make contributions to discussions about texts in different group situations eg pairs, guided reading groups	Make thoughtful contributions to discussions about texts in different group situations eg pairs, guided reading groups, whole class.	Make thoughtful contributions to discussions about texts in different group situations beginning to consider what others have said.
	In discussing books, listen to contributions from others and give simple responses eg I agree because…. I disagree because…..	In discussing books, consider other points of view put forward by the teacher and/or peers.	Make extended contributions to discussions about a range of text types.