



Year 2 Reading Knowledge and Skills Progression

<u>Word Reading</u>	
Phonics and Decoding	Fluency
<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. 	<ul style="list-style-type: none"> • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and confidence in word reading. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.
<p>Common Exception Words: To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	

	Key Reading Skills	Suggested question stems for whole class reading
Vocabulary	<ul style="list-style-type: none"> • Discussing 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...?



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Inference	<ul style="list-style-type: none"> • Make inferences about characters' feelings using what they say and do. <ul style="list-style-type: none"> • 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...?
Prediction	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read in terms of plot, character and language so far • Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<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?
Explanation	<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 my 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?



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Retrieval	<ul style="list-style-type: none"> • Independently read and answer simple questions about what they have just read. • 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?
Sequencing	<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?