



## Year 2 Reading Knowledge and Skills Progression

<u>Word Reading</u>	
<b>Phonics and Decoding</b>	<b>Fluency</b>
<ul style="list-style-type: none"> <li>• To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• To read accurately by blending the sounds in words that contain the graphemes taught so far.</li> <li>• Especially recognising alternative sounds for graphemes.</li> <li>• To accurately read most words of two or more syllables.</li> <li>• To read most words containing common suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• To reread these books to build up fluency and confidence in word reading.</li> <li>• To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>
<p><b>Common Exception Words:</b> To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	

	<b>Key Reading Skills</b>	<b>Suggested question stems for whole class reading</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>• Discussing their favourite words and phrases</li> <li>• Recognise some recurring language in stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>• Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>• Why do you think that the author used the word... to describe...?</li> <li>• Which other word on this page means the same as...?</li> <li>• Find an adjective in the text which describes...</li> <li>• Which word do you think is most important in this section? Why?</li> <li>• Which word best describes...?</li> </ul>



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<b>Inference</b>	<ul style="list-style-type: none"> <li>• Make inferences about characters' feelings using what they say and do.               <ul style="list-style-type: none"> <li>• Infer basic points and begin, with support, to pick up on subtler references.</li> </ul> </li> <li>• Answering and asking questions and modifying answers as the story progresses</li> <li>• Use pictures or words to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think.... means?</li> <li>• Why do you think that? • Why do you think...?</li> <li>• How do you think....? • When do you think...?</li> <li>• Where do you think...?</li> <li>• How has the author made us think that...?</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>• Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you think.... will go next?</li> <li>• What do you think... will say/do next?</li> <li>• What do you think this book will be about? Why?</li> <li>• How do you think that this will end? What makes you say that?</li> <li>• Who do you think has done it? • What might.... say about that?</li> <li>• How does the choice of character affect what will happen next?</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>• Express my own views about a book or poem</li> <li>• Discuss some similarities between books</li> <li>• Listen to the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that..</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Does the picture help us? How?</li> <li>• What would you do if you were...?</li> <li>• Would you like to live in this setting? Why?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you agree with the author's...? Why?</li> </ul>



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<b>Retrieval</b>	<ul style="list-style-type: none"> <li>• Independently read and answer simple questions about what they have just read.</li> <li>• Asking and answering retrieval questions</li> <li>• Draw on previously taught knowledge</li> <li>• remember significant event and key information about the text that they have read</li> <li>• Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul>	<ul style="list-style-type: none"> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set? How do you know?</li> <li>• Which is your favourite/worst/funniest/ scariest part of the story? Why?</li> <li>• Tell me three facts you have learned from the text.</li> <li>• Find the part where...</li> <li>• What type of text is this?</li> <li>• What happened to ... in the end of the story?</li> </ul>
<b>Sequencing</b>	<ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Retell using a wider variety of story language.</li> <li>• Order events from the text.</li> <li>• Begin to discuss how events are linked focusing on the main content of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• What happens in the story's opening?</li> <li>• How/where does the story start?</li> <li>• What happened at the end of the...?</li> <li>• What is the dilemma in this story?</li> <li>• How is it resolved?</li> <li>• Can you retell the story to me in 20 words or less?</li> <li>• Can you summarise in 3 sentences the beginning, middle and end of this story?</li> </ul>