

**Reading Progression of Skills Year 2**

<b>Decoding/ Word-reading 850-1500 words</b>	<b>Inferential Reading</b>	<b>Fluency and Phrasing * 90 wpm</b>	<b>Literal Understanding &amp; Retrieval</b>	<b>Response to Text</b>
<ul style="list-style-type: none"> <li>Children continue to apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent; they focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes; they read many common exception words in the Y2 POS; read most words without overt sounding and blending, when those words have been frequently encountered.</li> <li>They read aloud books closely matched to their improving phonic knowledge; texts include more sophisticated and</li> </ul>	<p><b>Children learn to:</b></p> <ul style="list-style-type: none"> <li>make some inferences, answering ‘how’ and ‘why’ questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child’s personal experiences e.g. why Owl might be afraid of the dark;</li> <li>predict what might happen next, on the basis of what has been read so far;</li> <li>explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message;</li> <li>learn about cause and effect e.g. what has prompted a</li> </ul>	<p><b>Children learn to:</b></p> <ul style="list-style-type: none"> <li>continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. purple-gold book band); read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge;</li> <li>recite familiar poems by heart;</li> <li>read many Y2 CE words automatically by sight; read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences,</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to scan for key words in the text order to locate answers; begin to analyse the wording of a question in order to choose what to look for e.g. <i>What did the princess do first when she arrived at the castle?</i> Key words: <i>first, princess, castle</i>; sometimes can find answers where the question word does not match the text word;</li> <li>They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions; recognise simple recurring literary language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry; draw</li> </ul>	<p><b>Children learn to:</b></p> <ul style="list-style-type: none"> <li>develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and <i>classic poetry</i>, stories and non-fiction at a level beyond their independent reading ability; participate in <i>discussion about texts</i> that are read to them and those <i>they read for themselves</i>, taking turns and listening to others; discuss the <i>sequence of events</i> in stories; <i>retell these events orally</i>, once the story has become familiar; talk about how different items of information in non-fiction texts are related; <i>recognise simple recurring literary language</i> e.g. <i>once, long ago; far, far away; we shall have snow; clarify the meaning of words, linking new meanings to</i></li> </ul>

<p>challenging vocabulary</p>	<p>character's behaviour.</p> <ul style="list-style-type: none"> <li>In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</li> </ul>	<p>including those which use subordination.</p> <p>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.</p>	<p>on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read.</p>	<p><i>known vocabulary;</i> discuss favourite words/ phrases</p>
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