



## Reading Progression Map

### Year 2



Year 2	Skills
<b>Reading: Word Recognition</b>	<ul style="list-style-type: none"><li>• 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>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes.</li><li>• Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.</li><li>• Read accurately words of two or more syllables that contain the taught GPCs.</li><li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li><li>• Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation.</li><li>• Re-read these books to build up their fluency and confidence in word reading.</li><li>• Read words containing common suffixes.</li></ul>
<b>Reading: Comprehension</b>	<ul style="list-style-type: none"><li>• Developing pleasure in reading, motivation to read, and understanding.</li><li>• Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li><li>• Discussing the sequence of events in books and how items of information are related.</li><li>• Becoming increasingly familiar with retelling a wider range of stories and poems.</li><li>• Discussing their favourite words and phrases.</li><li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li><li>• Being introduced to non-fiction books that are structured in different ways.</li><li>• Discussing and clarifying the meaning of words, linking new meanings to know vocabulary.</li><li>• Understand both the books they can already read accurately and fluently and those they listen to.</li><li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li><li>• Checking that the text makes sense to them as they read and correct inaccurate reading.</li><li>• Make inferences on the basis of what is said and done.</li></ul>

	<ul style="list-style-type: none"><li>• Predicting what might happen on the basis of what has been read so far.</li><li>• Answering and asking questions.</li><li>• Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li><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></ul>
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