

Twynning School

Reading Progression: Year 2

Year 2—Word Reading	
Phonics and decoding	<ul style="list-style-type: none"> • To secure phonic decoding until reading is fluent. • To read accurately by blending, including alternative sounds for graphemes. • To read multi-syllable words containing these graphemes To read common suffixes. • To read exception words, noting unusual correspondences. • To read most words quickly & accurately without overt sounding and blending.
Common Exception Words/ HFW	<ul style="list-style-type: none"> • To read Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<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.
Comprehension	
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> • To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • To check that the text makes sense to them as they read and to correct inaccurate reading. drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading
Connecting and becoming familiar with texts	<ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Recognising simple recurring literary language in stories and poetry • Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say
Non Fiction	<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways
Poetry and Performance	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Vocabulary	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
Inference	<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done • Answering and asking questions

Prediction	<ul style="list-style-type: none"> ● Predicting what might happen on the basis of what has been read so far.
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.
Retrieval	<ul style="list-style-type: none"> ● Asking and answering retrieval questions
Sequence/ Summarise	<ul style="list-style-type: none"> ● To discuss the sequence of events in books and how items of information are related