

# READING: Implementation and Progression Overview Counts in Year 2

A	B	C	D	E	F
<b>Reading Curriculum &amp; Curriculum</b>					
<b>Geography:</b> UK – Rivers and Seas	<b>Reading Breadth:</b> Fairy Stories & Poetry - Classics	<b>Science:</b> Living Things Habitats / Plants	<b>Reading Breadth:</b> Traditional Tales & Poetry: Contemporary	<b>History:</b> Events Beyond Living Memory – Fire of London	<b>Reading Breadth:</b> Stories and Plays & Poetry - Contemporary
<b>Word Reading</b>					
<b>Build on Previous Year &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Apply and embedded phonic knowledge and skills as the route to decode</li> <li>•Read some common exception words</li> <li>•Read most words containing common suffixes - ly</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Decoding automatically and build fluency</li> <li>•Read some common exception words</li> <li>•Read most words containing common suffixes -er -est</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Re-read books to build fluency and confidence</li> <li>•Read most common exception words</li> <li>•Read most words containing common suffixes - ful</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Sound out most unfamiliar words accurately, without undue hesitation</li> <li>•Read accurately most words of two or more syllables</li> <li>•Read most common exception words</li> <li>•Read most words accurately without overt sounding and blending</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Read most words containing common suffixes – ness</li> <li>•Read all common exception words with automaticity</li> <li>•Read sufficiently fluently to allow a focus on understanding</li> <li>•Read accurately most words of two or more syllables</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Read most words containing all common suffixes</li> <li>•Read all common exception words with automaticity</li> <li>•Read sufficiently fluently to allow a focus on understanding</li> </ul>
<b>Comprehension</b>					
<b>Throughout Year 2 Focus on:</b> <ul style="list-style-type: none"> <li>•Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</li> <li>•Discuss their favourite words and phrases using some of them in their writing</li> <li>•Continue 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>•Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)</li> </ul>					
<b>Build on Previous Year &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Check the text makes sense to them and correct inaccurate reading</li> <li>•Answer and ask questions</li> <li>•Make some predictions of what might happen on the basis of what has been read so far</li> <li>•Understand many non-fiction books that are structured in different ways</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Demonstrate familiarity with and retell a wide range of fairy stories</li> <li>•Discuss an increasing amount of word meanings in context, linking meanings to those already known</li> <li>•Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)</li> <li>•Make some predictions of what might happen on the basis of what has been read so far</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Explain what has happened so far in what they have listened to or read</li> <li>•Discuss the sequence of events in books and how many items of information are related</li> <li>•Understand many non-fiction books that are structured in different ways</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Demonstrate familiarity with and retell a wide range of traditional tales</li> <li>•Recognise simple recurring literary language in stories and poetry and draw upon these for their writing</li> <li>•Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Discuss their favourite words and phrases using some of them in their writing</li> <li>•Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)</li> <li>•Understand many non-fiction books that are structured in different ways</li> </ul>	<b>Build on Previous Term &amp; Focus on:</b> <ul style="list-style-type: none"> <li>•Demonstrate familiarity with and retell a wide range of stories and plays</li> <li>•Discuss their favourite words and phrases using some of them in their writing</li> <li>•Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher</li> </ul>

## Skills and Strategies

Apply the following reading strategies with increasing independence:

- Building on phonics subject skills and knowledge
- Connect prior knowledge with context
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Connect prior knowledge to context

### Build on Previous Year & Focus on:

- Recognise and read *many* common exception words
- Read sentences with increasing accuracy and fluency
- Self-correction words
- Read aloud with attention to punctuation, including full stops, question, exclamation *and* intonation

### Build on Previous Term & Focus on:

- Recognise and read *many* common exception words
- Read sentences with increasing accuracy and fluency
- Self-correction words
- Read aloud with attention to punctuation, including full stops, question, exclamation *and* intonation

### Build on Previous Term & Focus on:

- Recognise and read *most* common exception words
- Read a range of texts with increasing accuracy and fluency
- Self-correction, including re-reading and reading ahead
- Look for specific information in texts using contents and glossaries
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
- Re-reading sentences for clarity

### Build on Previous Term & Focus on:

- Recognise and read *most* common exception words
- Read a range of texts with increasing accuracy and fluency
- Self-correction, including re-reading and reading ahead
- Re-reading sentences for clarity

### Build on Previous Term & Focus on:

- Recognise and read *all* common exception words with automaticity
- Read a range of texts with increasing accuracy and fluency
- Self-correction, including re-reading and reading ahead
- Talk about book preferences
- Identify how texts are organised, e.g. *lists, numbered points, tables and bullet points*

### Build on Previous Term & Focus on:

- Recognise and read *all* common exception words with automaticity
- Read a range of texts with increasing accuracy and fluency
- Self-correction, including re-reading and reading ahead
- Talk about book preferences

## Content Domains\*

\*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

- 1a draw on knowledge of vocabulary to understand texts
- 1d make inferences from the text

**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

**1e** predict what might happen on the basis of what has been read so far

**1d** make inferences from the text

**1a** draw on knowledge of vocabulary to understand texts

**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

**1d** make inferences from the text  
**1e** predict what might happen on the basis of what has been read so far

**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

**1c** identify and explain the sequence of events in texts

**1d** make inferences from the text

**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

**1d** make inferences from the text

**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

**1d** make inferences from the text

**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

**1d** make inferences from the text

## Reading Terminology for Pupils

Building on Previous Year and throughout Year 2 focus on:

grapheme, phoneme, syllable, sequence, structure, predict, discuss, question