

Templemoor Infant and Nursery School

Year 2 Progression in Reading



Year Two Progression in Reading			
Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> I understand the importance of decoding words automatically. I understand that some words cannot be decoded with phonic strategies. I use the graphemes taught to blend sounds. I know that phonemes may be represented by different graphemes. I know that familiar words do not need to be sounded out and blended. I read these familiar words automatically and accurately without sounded or blending. 	<ul style="list-style-type: none"> I know that the same grapheme may be read in different ways. I recognise alternatives and consider which will make more sense. I recognise syllables in words. I know that breaking words into syllables helps fluent decoding. I know that other strategies can be used to read unfamiliar words. I use other strategies to support fluent decoding. 	<ul style="list-style-type: none"> I read words of two or more syllables accurately. I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I read these books fluently and carefully.
Reading for Pleasure	<ul style="list-style-type: none"> I know that there are different kinds of stories. I listen to or read a range of different kinds of stories. I make choices about the books I read. I know that non-fiction books are organised differently from fiction texts. I know that books or texts have a purpose. I know the difference between poetry and narrative. 	<ul style="list-style-type: none"> I explain why I prefer certain books or stories. I can retell stories with the key events in the correct sequence. I know how to find information in a non-fiction book. I identify the purpose of a book or a text. I know that books and stories are set in different places and times. 	<ul style="list-style-type: none"> I decide how useful a non-fiction book is to find the information that I need. I can find the setting or time in books or stories. I can discuss the setting or time in different books.

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Reading for Pleasure - Poetry	<ul style="list-style-type: none"> • I know there are different kinds of poetry. • I listen to different kinds of poetry. • I talk about books or poems read. • I know that stories and poems can have patterned or recurring literary language. 	<ul style="list-style-type: none"> • I talk about the meaning of different poems. • I recognise that a poem can tell a story • I learn a poem by heart • I give an opinion on books or poems read. • I find patterned or recurring literary language in poems and stories. • I find favourite words and phrases. 	<ul style="list-style-type: none"> • I recite or perform a poem making the meaning clearer. • I talk about favourite words and phrases. • I know that word choices affects meaning. • I can explain what a writer has chosen a word to affect meaning.
Reading accurately, with fluency and understanding	<ul style="list-style-type: none"> • I know that the purpose of reading is to make meaning • I know that there is a range of decoding strategies • I check that the text I read makes sense. • I re-read when I have lost the meaning. 	<ul style="list-style-type: none"> • I self-correct when I have lost the meaning. • I use prior knowledge and reading experience to understand text. • I use the context to understand texts. • I ask questions to clarify understanding. • I can find answers to retrieval questions about stories. • I can find the answers to retrieval questions about stories, poems and non-fiction texts. • I recognise that a writer can have a message for the reader. • I can make predictions about possible events. 	<ul style="list-style-type: none"> • I know what the inference 'reading between the lines' means. • I find inferences about characters' feelings and thoughts. • I can explain inferences about characters feelings and thoughts. • I give a reason for characters' actions or behaviour. • I recognise key ideas in a text, • I can explain a writer's message. • I can make predication about how characters might behave.