

Tower Hill Primary School Reading Progression Framework – Year 2

Year 2		Word Reading	Comprehension
<div>Ongoing, in school provision and approaches</div>		<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re- read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	Phase 1	<ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <ul style="list-style-type: none"> Read most words at an instructional level, i.e. 93-95 per cent of words read quickly and accurately, without overt sounding and blending, when they have been frequently encountered Use the grammar of a sentence to decipher new or unfamiliar words 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related <ul style="list-style-type: none"> Identify and discuss the main events or key points in a text Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <ul style="list-style-type: none"> Retell a story clearly and with appropriate detail Identify key themes and discuss reasons for events in stories Reading non-fiction books that are structured in different ways <ul style="list-style-type: none"> Understand how to use alphabetically ordered texts to retrieve information Recognising simple recurring literary language in stories and poetry Identify rhyming and alliterative words Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing favourite words and phrases <ul style="list-style-type: none"> Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher <ul style="list-style-type: none"> Make simple predictions, linking to own experience Checking that the text makes sense to them as they read and correcting inaccurate reading Answering and asking questions <ul style="list-style-type: none"> Extract information from the text and discuss orally with reference to the text Make simple inferences about characters' thoughts and feelings and reasons for actions Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <ul style="list-style-type: none"> Make predictions about expectations of a text by skim reading, title, contents, illustrations Identify how features are linked to purpose, e.g. why characters and settings in stories are described Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <ul style="list-style-type: none"> Make comparisons between books, noting similarities, differences and preferences between: <ul style="list-style-type: none"> Narrative sequences Characters Setting
	Phase 2	<ul style="list-style-type: none"> ❖ Begin to read longer words by knowing how to read each syllable separately before combining them to read the word ❖ Read suffixes by building on the root words that they have already learnt 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Identify or provide own synonyms for specific words within the text Use bibliographic knowledge to help retrieve specific information Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <ul style="list-style-type: none"> Make comparisons between books, noting similarities, differences and preferences between: <ul style="list-style-type: none"> Layout Features Setting Identify cause and effect in narrative and non-fiction, e.g. character motivation; why certain information has been included
	Phase 3	<ul style="list-style-type: none"> ❖ As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Identify how vocabulary choice affects meaning, identifying or providing own synonyms for specific words within the text Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <ul style="list-style-type: none"> Make predictions using experience of reading books in the same genre, by the same author or based on similar themes