

# Year 2 Reading Progression Document



## Decoding & Reading Fluency

- I can continue to **apply** my phonic knowledge and skills to decode words until my reading fluent.
- I am able to **blend sounds in words** that contain the **graphemes** I have learnt.
- I can **recognise and read alternative sounds** for graphemes.
- I can read accurately **words of two or more syllables** that contain the same GPCs
- I can **read most words** containing **common suffixes (ing er ed ment, ness, ful , less and ly)**.
- I can read most Y1 and Y2 **common exception** words, noting unusual correspondences between spelling and sound and where these occur in the word.
- I can **read aloud books** (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately.
- I can **reread these books** to build up fluency and confidence in word reading.
- I can read **known words accurately and fluently** without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.
- I can check that the text **makes sense as I read** and to correct inaccurate reading.

## VOCABULARY, GRAMMAR & STRUCTURE- Authorial Choice

- I can **discuss and clarify the meanings of words**, linking new meanings to known vocabulary.
- I can discuss my **favourite words and phrases**.
- I can discuss the **sequence of events** in books and how items of information are related
- I can recognise simple **recurring literary language** in stories and poetry.
- I can **discuss how settings** are created using **adjectives** and **adverbs**.
- I know that the way the **characters speak** reflects their personality and **verbs** used for dialogue tell us how a character is feeling, e.g. **sighed, shouted, joked**.
- I can identify how **time adverbs** guide the reader through the text.
- I can identify where **characters are speaking** by the use of **speech marks** “ ”.
- I can **identify** where the author has used **onomatopoeia** (e.g **boom crash**) & discuss why.
- I can **identify** where the author has used **simple similes** to create an image in the reader's mind.
- I can **identify** where the author has used alliteration (words with the same sound) & rhyme.
- I can analyse some **instructional texts** and note their function, form and typical language features e.g : - Heading - Statement of purpose, list of materials or ingredients, sequential steps. - **Direct/imperative verbs**.

## RETRIEVAL, INFERENCE, PREDICTION, EXPLAIN, SUMMARISE & COMPARE

- I can **join in a discussion** about books, poems and other works that are read to me and those that I can read for myself, explaining my understanding and expressing my views.
- I can **show understanding** by drawing on what I already know or on background information / vocabulary provided by the teacher.
- I can **retell** a wide range of stories, fairy stories and traditional tales.
- I can **ask and answer** questions about a text.
- I can **make links** between the text I am reading and other texts I have read.
- I can remember **significant events/key information**.
- I can **contribute ideas and thoughts** to discussion in small groups.
- I can usually show what I have **inferred** about events in a text by answering and ask questions.
- I can **explain and discuss my understanding** of what I have read, acted out or listened to.
- I can make **inferences** based on what is being **said and done**.
- I can usually **predict** what might happen next in the story closely based on story characters, plot and language read so far
- I can make **predictions** about how characters **might behave** based on what is said and done.
- I understand that we know what **characters are like** from what they do and say as well as their appearance
- I can recall **some poems** (about 10) and can recite some poems, with intonation to make the meaning clear.

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| <ul style="list-style-type: none"><li>• I can identify where the author has used <b>non-fiction devices</b> such as headings, pictures, captions, labels and lists.</li></ul>                                                                               |
| <ul style="list-style-type: none"><li>• I can <b>listen to, discuss and express views</b> about a wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently, with support.</li></ul> |