

Reading progression of skills Year 2



Word reading, decoding and understanding	<ul style="list-style-type: none"> - Decoding unknown words through application of phonic knowledge - Recognising, reading and identifying full range of vowel graphemes - Recognising, reading and identifying full range of consonant graphemes - Breaking words into two or more syllables - Reading most common exception words (Y1 and 2) - Recognising and reading a range of suffixes and use these to construct the meaning of words in context EG. 'ful, 'less', 'ing', 'er', 'est', 'ed', 'ment', 'ness', 'ly' - Recognising an increasing range of punctuation (. CL ! ? “” , ') and use this add expression and understanding - Reading with sufficient fluency to allow focus on understanding without overt sounding and blending - Checking what makes sense and self-correct inaccurate reading - Discussing opinion of a range of texts read <p>Enhancing meaning through expression and intonation</p>
Retrieval	<ul style="list-style-type: none"> - Reading closely to obtain specific information - Recalling main points from fiction and non-fiction (who, what, where, when, how, why answers) - Identifying, selecting and highlighting key words in a sentence in order to respond to a question - Beginning to scan for specific purpose <p>Recognising and talking about main differences between fiction and non-fiction texts</p>
Sequencing	<ul style="list-style-type: none"> - Identifying components of a story- beginning middle and end <p>Sequencing events in a text</p>

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Inference	<ul style="list-style-type: none">- Discussing actions of characters and justifying views on the basis of what is being said or done- Identifying and discussing favourite words and phrases- Questioning to improve understanding- Beginning to identify author's main purpose- Explaining what the writer may be thinking Summarising main points from a passage or text
Prediction	Making plausible predictions about what might happen in the text based on what has been said so far