



# William Martin Schools and Nursery & St James' Church of England Primary School



## Year 2 Reading Progression

KPIs from Year 1 that will need to be covered in addition to the Year 2 curriculum:

Read accurately using most sounds in phases 2-5 (i.e. phonics screening test).	Read most common exception words from yr 1.	Read some words containing suffixes: ing, ed, er, est, s, es ( eg jumping, wanted, higher, highest, boxes, cats). Read many words containing contractions (I'll, we'll, can't)	Identify (by hesitating etc) when a word they read aloud did not make sense in context and attempt to correct inaccurate reading.
--	---	---	---

KPIs are written in **red**.

Assessment period	Year 2	
	Decoding and Fluency	Comprehension
<b>Autumn</b>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, and begin to recognise the alternative sounds for graphemes.</p> <p>Read poly-syllabic words that contain the same graphemes as above.</p> <p>Read some common exception words from Year 2.</p> <p>Read books matched to their improving phonetic knowledge, sounding out unfamiliar words accurately and without undue hesitation.</p>	<p>Check the text makes sense and correct inaccurate reading.</p> <p>Discuss their favourite words and phrases.</p> <p>Sequence events in books and how items of information are related.</p> <p>Predict what might happen on the basis of what has happened so far.</p>
<b>Spring</b>	<p>Read accurately many words of 2 or more syllables</p> <p>Read many words with common suffixes</p> <p>Read many common exception words for Year 2</p> <p>Read aloud words quickly and accurately without overt sounding and blending, when they have been frequently encountered.</p> <p>Re-read books with increasing fluency and confidence.</p>	<p>Work out the meaning of unfamiliar words</p> <p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Make inferences based on what is being said or done.</p> <p>Ask and answer questions in order to understand the text.</p>



# William Martin Schools and Nursery & St James' Church of England Primary School



<p><b>Summer</b></p>	<p>Read accurately most words of 2 or more syllables</p> <p>Read most words containing common suffixes</p> <p>Read most common exception words</p> <p>In age appropriate books, the pupil can:</p> <p>Read accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</p> <p>Sounding out unfamiliar words without undue hesitation</p>	<p>In a book that they can already read fluently, the pupil can:</p> <p>Check it makes sense to them, Answer questions and make some inferences Explain what has happened so far in what they have read.</p> <p>In a book they are reading independently, the pupil can:</p> <p>Make inferences Make a plausible prediction about what might happen on the basis of what has been read so far. Make links between the book they are reading and other books they have read.</p>
<p><b>Guidance for Assessing Greater Depth:</b></p>	<p>Pupils may be awarded greater depth if they confidently meet all of the criteria for decoding and fluency, and are reading texts at a higher level than would be age-related.</p> <p>They must also meet all of the <b>green</b> Year 2 criteria for comprehension with increasing confidence.</p>	
<p><b>Sources of evidence</b></p>	<p><u>Decoding and Fluency</u></p> <p>Are they reading appropriate band as reading books?</p> <p>Individual reading test of focus words</p> <p>Strategies used in guided reading</p> <p>Hear children read individually</p> <p>Set children task of reading a passage to themselves and then ask them to re-read it to you</p> <p><u>Comprehension</u></p> <p>Teach, model, practise then set pupils similar task ('test') based on same objective, different text.</p> <p>Use existing test material</p> <p>Guided/focused reading teaching sessions</p> <p>Discussions about class novel</p> <p>Individual conversations with pupils regarding their choices of reading book</p> <p>Pupils' contributions to English lessons</p>	