

Skills and Knowledge Progression

Reading: Year 2



Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. 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.

Standard	Working at the expected standard (emerging, developing, secure)	Working at greater depth within the expected standard	
Word reading	1. continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		
	2. read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		
	3. read many common exception words		
	4. read accurately words of two or more syllables that contain the same graphemes as above		
	5. read words containing common suffixes		
	6. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered		
	In age-appropriate books:		In a book they can read independently: <ol style="list-style-type: none"> 1. read all common exception words 2. read aloud most words 3. sounds out all unfamiliar words using GPC
	7. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation		
8. checking that the text makes sense to them as they read and correcting inaccurate reading			
Discussions about books	1. listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently		
	2. become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales		
	3. recognise simple recurring literary language in stories and poetry		
	4. continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear		

1a. vocabulary and understanding	In age-appropriate books:				In a book they can read independently: 1. discuss and clarify the meaning of words, linking new meaning to known words 2. discuss their favourite words and phrases`
	1. discuss and clarifying the meanings of words, linking new meanings to known vocabulary				
	2. discuss their favourite words and phrases				
1b. key aspects	In a familiar book that they can read accurately and fluently:				In a book they can read independently: 1. check it makes sense to them by answer and ask questions
	1. be introduced to non-fiction books that are structured in different ways				
	2. answer and ask questions				
1c. sequences	In a familiar book that they can read accurately and fluently:				In a book they can read independently: 1. discuss the sequence of events in books and how items of information are related
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1d. inferences	In a familiar book that they can read accurately and fluently:				In a book they can read independently: 1. make inferences on the basis of what is being said and done 2. make links between the book they are reading and other book they have read
	1. make some inferences on the basis of what is being said and done				
	2. answer and asking questions				
1e. predictions	In a familiar book that they can read accurately and fluently:				In a book they can read independently: 1. predict what might happen on the basis of what has been read so far
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