



**YEAR 2 READING PROGRESSION IN SKILLS AND KNOWLEDGE
STATUTORY REQUIREMENTS**



SKILL / KNOWLEDGE	Year 2
Decoding	<ul style="list-style-type: none">• secure phonic decoding until reading is fluent• read accurately by blending, including alternative sounds for graphemes• read multisyllable words containing these graphemes• read common suffixes• read exception words, noting unusual correspondences• read most words quickly & accurately without overt sounding and blending
Range of Reading	<ul style="list-style-type: none">• listening 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
Familiarity with texts	<ul style="list-style-type: none">• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales• recognising simple recurring literary language in stories and poetry
Poetry & Performance	<ul style="list-style-type: none">• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	<ul style="list-style-type: none">• discussing and clarifying the meanings of words, linking new meanings to known vocabulary• discussing their favourite words and phrases
Understanding	<ul style="list-style-type: none">• discussing the sequence of events in books and how items of information are related• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	<ul style="list-style-type: none">• making inferences on the basis of what is being said and done• answering and asking questions
Prediction	<ul style="list-style-type: none">• predicting what might happen on the basis of what has been read so far
Authorial Intent	<ul style="list-style-type: none">• begin to understand what an author means by the use of certain words or how words are written – e.g. in bold
Non-fiction	<ul style="list-style-type: none">• being introduced to non-fiction books that are structured in different ways
Discussing reading	<ul style="list-style-type: none">• participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves