

**Bishop's Primary Academy Reading Progression Framework – Year 2**

Year 2	Word Reading	Comprehension
<p>Ongoing, in school provision and approaches</p>	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li><b>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</b></li> <li><b>Re- read these books to build up their fluency and confidence in word reading</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li><i>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</i></li> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> </ul>
<p align="center"><b>Phase 1</b></p>	<ul style="list-style-type: none"> <li><b>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</b></li> <li><b>Read accurately words of two or more syllables that contain the same graphemes as above</b></li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li><b>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</b> <ul style="list-style-type: none"> <li>Read most words at an instructional level, i.e. 93-95 per cent of words read quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Use the grammar of a sentence to decipher new or unfamiliar words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li><b>Discussing the sequence of events in books and how items of information are related</b> <ul style="list-style-type: none"> <li>Identify and discuss the main events or key points in a text</li> </ul> </li> <li><b>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</b> <ul style="list-style-type: none"> <li>Retell a story clearly and with appropriate detail</li> <li>Identify key themes and discuss reasons for events in stories</li> </ul> </li> <li><b>Reading non-fiction books that are structured in different ways</b> <ul style="list-style-type: none"> <li>Understand how to use alphabetically ordered texts to retrieve information</li> <li>Recognising simple recurring literary language in stories and poetry</li> <li>Identify rhyming and alliterative words</li> </ul> </li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discussing favourite words and phrases                             <ul style="list-style-type: none"> <li>Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere</li> </ul> </li> </ul> </li> <li><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> <ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher                             <ul style="list-style-type: none"> <li>Make simple predictions, linking to own experience</li> </ul> </li> <li><b>Checking that the text makes sense to them as they read and correcting inaccurate reading</b></li> <li><b>Answering and asking questions</b> <ul style="list-style-type: none"> <li>Extract information from the text and discuss orally with reference to the text</li> <li>Make simple inferences about characters' thoughts and feelings and reasons for actions</li> </ul> </li> </ul> </li> <li><b>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</b> <ul style="list-style-type: none"> <li>Make predictions about expectations of a text by skim reading, title, contents, illustrations</li> <li>Identify how features are linked to purpose, e.g. why characters and settings in stories are described</li> </ul> </li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves             <ul style="list-style-type: none"> <li>Make comparisons between books, noting similarities, differences and preferences between:                     <ul style="list-style-type: none"> <li>Narrative sequences</li> <li>Characters</li> <li>Setting</li> </ul> </li> </ul> </li> </ul>
<p align="center"><b>Phase 2</b></p>	<ul style="list-style-type: none"> <li>❖ <i>Begin to read longer words by knowing how to read each syllable separately before combining them to read the word</i></li> <li>❖ <i>Read suffixes by building on the root words that they have already learnt</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>Identify or provide own synonyms for specific words within the text</li> <li>Use bibliographic knowledge to help retrieve specific information</li> </ul> </li> <li><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> <ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done</li> <li><b>Predicting what might happen on the basis of what has been read so far</b></li> </ul> </li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves             <ul style="list-style-type: none"> <li>Make comparisons between books, noting similarities, differences and preferences between:                     <ul style="list-style-type: none"> <li>Layout</li> <li>Features</li> <li>Setting</li> </ul> </li> <li>Identify cause and effect in narrative and non-fiction, e.g. character motivation; why certain information has been included</li> </ul> </li> </ul>
<p align="center"><b>Phase 3</b></p>	<ul style="list-style-type: none"> <li>❖ <i>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</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>Identify how vocabulary choice affects meaning, identifying or providing own synonyms for specific words within the text</li> </ul> </li> <li><b>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</b> <ul style="list-style-type: none"> <li>Make predictions using experience of reading books in the same genre, by the same author or based on similar themes</li> </ul> </li> </ul>