

Year 2 Reading Progression

Reading Aloud	Word Reading	Vocabulary	Inference	Prediction	Explanation	Retrieval	Summarising
Orally retell known stories, linked to the Y2 range	Progression then moves into inference	Clarify and discuss the meanings of new words in fiction and non-fiction texts, by linking to vocabulary they know	Make inferences on the basis of what is said and done	Predict what may happen on the basis of what has been read so far	Express a single point of view about a text.	Use scanning to locate a single piece of information, in response to ^[1] _{SEP} questions from the teacher.	Identify the sequence of events in fiction and non-fiction (where appropriate).
Recognise simple, recurring literary language across poetry and narratives linked to age-appropriate texts and texts children read independently	Applying Phase 5+ Accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families) <i>*vocabulary linked to your own tiered vocabulary, word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.</i>	Use age appropriate dictionaries to check the meanings of words	Discuss inferences using words and pictures from the book			Use titles, headings, pictures and blurbs to locate relevant information.	Talk about what they understand from a text using their own experiences.
Recite poems by heart, using expression and intonation to make the meaning clear	For children who didn't make the required phonic standard by Y2 Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families) – guidance use AfL to target the particular sound or family required. <i>AfL: what do the children need to help them read fluently and understand?</i>	Discuss favourite words and phrases				Recognise and understand the structure of the non-fiction texts Identify the key characteristics of non-fiction ^[1] _{SEP}	Share their understanding of both texts they have read independently and those read to them.
Read aloud, with expression, books matched to Y2 age-related expectation* knowledge	Read accurately words of two or more syllables Read words containing common suffixes					List key information orally or through text marking (highlighting/ ^[1] _{SEP} underlining) in response to teachers' questions.	
	Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words Reading fluently and confidently in line with the Y2 range					Use scanning to locate a single piece of information, in response to ^[1] _{SEP} questions from the teacher.	
	Check that the text makes sense to them as they read and correct inaccurate reading						