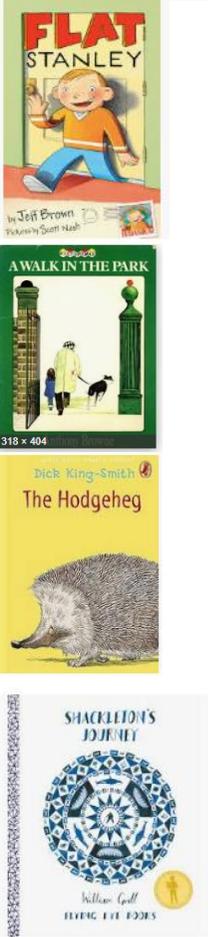


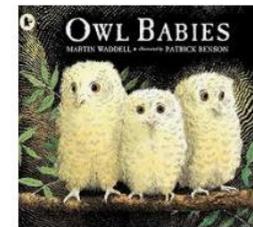
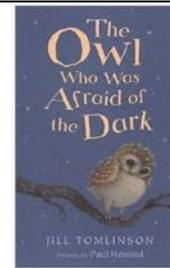
The Priory CE (VA) Primary School's Reading Progression Pathway Year 2

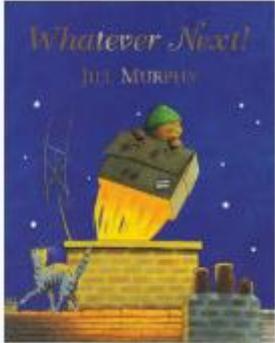
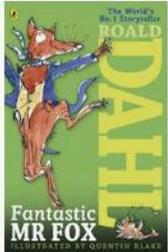
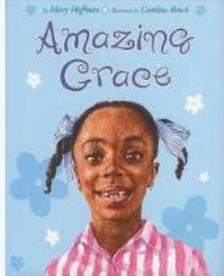
Across early years, year one and year two reading is developed and tracked through book bands that are matched to specific groups of phonetic sounds. During individual reading sessions, the teacher will set the book band and record this in a child's reading assessment booklet. School books are changed regularly to ensure each child absorbs a rich diet of books at home and the daily use of reading diaries at home is encouraged.

Focus	Curriculum Content	Skills	Key Text	Vocabulary
<p>Word reading</p>	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their 	<ul style="list-style-type: none"> Blend many phonemes and graphemes when reading. Use their knowledge of sounds to decode and segment polysyllabic words at an appropriately fluent speed. Recognise words that cannot be sounded out through a rich diet of daily reading, guided reading sessions, whole class reading and 1:1 reading at home. Discuss their favourite words and phrases Learn and recite extracts using intonation more effectively to make the meaning clear Self-correct when they are reading aloud. With a finger, track entire paragraphs when reading in 1:1, small group and whole-class sessions. Read aloud during 1:1, guided and whole-class reading sessions with expression and fluency. When asked, locate age related sentence types: questions, exclamations, command and statement. When asked, locate familiar word types (adjective, noun, noun phrase, verb and adverb), explain how they know which word type it is and link words with other words (synonyms). When asked, locate age related punctuation: question marks, exclamation marks and apostrophes (inverted commas -speech marks - may also be encouraged although they are not taught to use them in their writing until year 		<ul style="list-style-type: none"> phoneme grapheme digraph trigraph rhyme sound blend segment adjective verb noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma

fluency and confidence in word reading.

three).



<p>Inference and Comprehension</p>	<ul style="list-style-type: none"> ● develop pleasure in reading, motivation to read, vocabulary and understanding by: ● 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 ● discussing the sequence of events in books and how items of information are related ● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ● being introduced to non-fiction books that are structured in different ways ● recognising simple recurring literary language in stories and poetry ● discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● discussing their favourite words and phrases ● continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ● 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 ● making inferences on the basis of what is being said and done ● answering and asking questions ● predicting what might happen on the basis of what has been read so far ● 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 ● explain and discuss their understanding of books, poems and other material, both those 	<ul style="list-style-type: none"> ● Link an aspect of a book's narrative, characters, setting, etc. to their own experiences and other books they have read. ● Become very familiar with traditional tales and fairy stories and identify their characteristics ● Recognise and join in with predictable phrases ● Learn some rhymes and poems by heart ● Identify key narrative aspects when making detailed predictions at the beginning or middle of a story. ● Understand the differences between past and present tense. ● Make calculated predictions based on key points within the text by justifying their ideas. ● Make inferences based on what they have read and make inferences from what has been read to them: ● Develop their understanding of how to answer word problems focusing on the words and phrases: <i>How...? What...? Explain why...? Explain how you know...? Find and copy... Which...?</i> <p><i>The little boy said that 'dark was exciting'. How did show this to the Owl?</i></p> <p><i>How did you know that Mr Fox was worried after he said "I have had enough?"</i></p> <ul style="list-style-type: none"> ● Learn how to effectively reread in order to: find and copy specific words and phrases and make inferences. 	   	<p>genre character author poem script cover adventure comedy story blurb feeling emotion perform beginning middle end setting discuss caption heading subheading index glossary fact contents how why which what find and copy explain</p> <p>Predict Summaries Ask Questions Clarifier Illustrator</p>
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that they listen to and those that they read for themselves

- Participate in group and class **discussions** about characters, plot, narrative and genre and share their personal opinion about a text.
- **Recognise and analyse** the features of a non-fiction text through discussing and exploring: contents page, captions, headings/sub-headings, bullet pointed facts, index and glossary.

