

Autumn 1 Spectacular City	Autumn 2 Non-Fiction & The Actor, The Rebel and the Wrinkled Queen	Spring 1 George's Marvellous Medicine	Spring 2 The Most Magnificent Thing	Summer 1 The Magic Faraway Tree	Summer 2 Illustrated Stories Around the World
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Reading Progression Document – Year 2

Autumn 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	X	I use phonic knowledge to decode new text with developing fluency.	
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	X	I sound out new words quickly in my head including words with alternative graphemes	
discussing and clarifying the meanings of words, linking new meanings to known vocabulary	X	I talk about and clarify the meanings of words, linking new meanings to what I already know If I don't know the meaning of a word, I read the whole sentence to try to work it out. I can think of alternative words for specific words in the text.	
checking that the text makes sense to them as they read and correcting inaccurate reading	X	I recognise when I don't understand a word. I check that each sentence makes sense to me and re-read when it does not make sense.	
drawing on what they already know or on background information and vocabulary provided by the teacher	x	I can visualise settings and characters and recognise when they change. With support, I recognise when the picture in my head may be	

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		wrong.	
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	x	I understand what I read in books and can comment on characters and events	

Autumn 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
read accurately words of two or more syllables that contain the same graphemes as above	X	I read words of two or more syllables using a range of graphemes	
		I use punctuation to help me to read with expression and to keep track of information in longer sentences.	
being introduced to non-fiction books that are structured in different ways	X	I know how non-fiction text is presented differently to fiction text.	
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	X	I can say the information in a sentence in my own words using my working memory.	
being introduced to non-fiction books that are structured in different ways	X	I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, subtitle	

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Spring 1

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read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	x	I read a range of common exception / tricky words I say which part of the word is tricky	
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	✓	I read and understand words with missing letters e.g. I'm, I'll, we'll	
checking that the text makes sense to them as they read and correcting inaccurate reading	✓	I re-read sentences from the beginning if I stopped to decode a difficult word	
drawing on what they already know or on background information and vocabulary provided by the teacher	✓	I can track simple pronouns to help me to understand text.	
answering and asking questions	x	I recall specific information from my reading or look back at the text to find information	
predicting what might happen on the basis of what has been read so far	x	I predict what might happen on the basis of what I have 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	✓	I can recognise and name some authors and poets that I like and explain in simple terms why I like them	

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Spring 2

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read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	✓	I read most words except new or unfamiliar words without having to sound and blend out loud.	
re-read these books to build up their fluency and confidence in word reading. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	x	I re-read books with fluency, and some expression and intonation	
read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	x	I am developing my skills to read quietly to myself. I know that to read in my head I need to hear a voice in my head.	
discussing the sequence of events in books and how items of information are related	x	I discuss the sequence of events in books and how information is related	
recognising simple recurring literary language in stories and poetry	x	I recognise simple recurring literary language in stories and poems	
discussing their favourite words and phrases	x	I talk about my favourite words and phrases and identify familiar patterns in language	

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continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	x	I know and can recite stories and poems with appropriate intonation to make the meaning clear.	
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Summer 1

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
read words containing common suffixes	x	I read words with common suffixes ed, ing, est, er, ful	
discussing and clarifying the meanings of words, linking new meanings to known vocabulary	✓	I understand a wide range of prepositions	
discussing and clarifying the meanings of words, linking new meanings to known vocabulary	✓	I understand the information in expanded noun phrases and use this to help me to understand.	
drawing on what they already know or on background information and vocabulary provided by the teacher	✓	I know I need to use knowledge I already have to help me to understand text.	
making inferences on the basis of what is being said and done	x	I make simple inferences on the basis of what is being said and done	

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Summer 2

National Curriculum Objective	Already covered this NC this year?	Progressive Step	Teaching Strategy
checking that the text makes sense to them as they read and correcting inaccurate reading	✓	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes. I notice when a small mistake I make doesn't fit with the meaning.	
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	✓	I scan the information in the classroom to find what I need. I scan text to find answers to questions or specific words.	
making inferences on the basis of what is being said and done	✓	I can make simple pictures in my head as I move beyond reading picture books	
answering and asking questions	✓	I answer and ask questions about what I read	
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	x	I listen to and discuss different poetry, stories and information text including what I like and don't like	
recognising simple recurring literary language in stories and poetry	✓	I identify structural features of some stories and poems.	

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explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	✓	I explain and discuss my understanding of books, poems and other writing that I read for myself.	
becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	x	I make connections between different stories I have read. I identify parts of the text that make me respond in different ways and link this to other texts	