

## Moor First School – Progression in Reading Y2

Orange C beginning beginning+ developing	Orange B developing+ secure secure+	Orange A greater depth 1 greater depth 2 greater depth 3
<p>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</p> <p>Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences</p> <p>Read many common exception words</p> <p>Reads aloud many words quickly and accurately without overt sounding and blending</p> <p>Sound out many unfamiliar words accurately.</p>	<p>Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</p> <p>Sounds out most unfamiliar words accurately, without undue hesitation.</p> <p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes</p> <p>Read most common exception words</p> <p>Re-reads books to build up fluency and confidence.</p>	<p>Automatic decoding is established and a range of texts are read independently with consistent accuracy, fluency and confidence.</p>
<p>Reading is seen as a pleasurable activity</p> <p>Discusses the sequence of events in books and how items of information are related</p> <p>Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognises simple recurring literary language in stories and poetry</p> <p>Demonstrates understanding of both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- answer questions in discussion with the teacher and make simple inferences</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>- talking about key characters and events</li> </ul> <p>Recognises some of the features of non-fiction texts</p>	<p>Reading is seen as a pleasurable activity.</p> <p><b>Listens to, discusses and expresses 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.</b></p> <p>Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.</p> <p>Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts.</li> </ul> <p>Demonstrates knowledge of non-fiction books that are structured in different ways.</p>	<p>Reading is seen as a pleasurable activity and interest is pursued in particular texts e.g. genre, author, topic.</p> <p>Recognises recurring literary language in stories and poetry and is beginning to relate these to author or genre.</p> <p>New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- making plausible inferences and predictions based on what has been read, offered and explained.</li> <li>- answering and asking questions</li> <li>- makes links between the book they are reading and other books they have read</li> </ul> <p>Demonstrates an understanding of more challenging age appropriate texts.</p>

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<p><b>Y2 Autumn expected = orange beginning</b> <b>Y2 Spring expected = orange developing</b> <b>Y2 Summer expected = orange secure</b></p>	<p>In a book that they can already read fluently, the pupil can:</p> <p><b>Check it makes sense to them, correcting any inaccurate reading</b></p> <p><b>Answer questions and make some inferences</b></p> <p><b>Explain what has happened so far in what they have read.</b></p>	
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