



Widmer End CC School Progression of Skills in Reading

Year 2

Word Reading

Pupils can:

- 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 by building on the root words taught
- 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 accurately using contextual clues and improving phonic knowledge, sounding out words accurately without undue hesitation

RETRIEVE

Understand, summarise, retrieve and record information from texts, including non-fiction.

INTERPRET

Deduce, infer or predict information, events or ideas from text, justifying using the text.

CHOICE

Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.

VIEWPOINT

Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

PERFORM

Show understanding through intonation, tone, volume and action when performing poems and play-scripts.

REVIEW

Discuss books read independently and as a group, justifying their views.

All Reading – Understanding reading

- Draws on what they already know or on background information and vocabulary provided by the teacher
- Checks that the text makes sense to them as they read and corrects inaccurate reading
- Makes inferences on the basis of what is being said and done
- Answers and asks questions
- Predicts what might happen on the basis of what has been read so far

Reading Behaviour

Pupils can:

Talking about Reading

- 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
- Take part in role play and drama to help develop and explore characters
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Understand the differences between written and spoken speech

Range and Reading Habits

- Discusses the sequence of events in books and how items of information are related
- Discuss their favourite words and phrases
- Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales(including at a level beyond which they can read independently
- Read and listen to non-fiction books that are structured in different ways
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Listen to, discuss and express views about a wide range of contemporary and classic stories, poetry and non-fiction at a level beyond that at which they can read independently
- 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 fluency and confidence in word reading

VIPERS - Suggested question stems for whole class reading

Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence
<ul style="list-style-type: none"> What does the word.....mean in this sentence? Find and copy a word which means What does this word or phrase tell you about Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc.? Can you think of any other words the author could have used to describe this? Why do you think is repeated in this section? 	<ul style="list-style-type: none"> Why was feeling.....? Why did happen? Why did say? Can you explain why? What do you think the author intended when they said? How does make you feel? 	<ul style="list-style-type: none"> Look at the book cover/blurb –what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests? What will happen next? 	<ul style="list-style-type: none"> Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it? 	<ul style="list-style-type: none"> What kind of text is this? Who did? Where did? When did? What happened when? Why did happen? How did? How many? What happened to? 	<ul style="list-style-type: none"> Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? What are the key events in the story? Can you sequence them in relation to... <ul style="list-style-type: none"> chronology? importance? character involvement?