

Chillerton and Rookley and Godshill Primary – Whole School Reading Progression (ARE)

Year 2

	Working Towards	Expected	Greater Depth
Word Reading (Phonic Knowledge)	<p>Read aloud texts accurately, confidently and fluently by blending the sounds in words that contain the common graphemes for all 40+ phonemes • Read accurately some words of two or more syllables that contain the same GPCs (grapheme-phoneme correspondence) • Read many common exception words • Read aloud many words quickly and quickly without overt sounding and blending in texts closely matched to the same GPCs • Sound out many unfamiliar words accurately in texts closely matched to the same GPC • Accurately read words with: -s, -ing, -ed, -er and – est endings.</p>	<p>Read accurately most words of two or more syllables • Read most words containing common suffixes (NC English Appendix 1) • Read most common exception words • Read words accurately and fluently without overt sounding and blending, at over 80+ words a minute, in age-appropriate texts • Sound out most unfamiliar words accurately, without undue hesitation</p>	<p>• Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence • Read words accurately and fluently without overt sounding and blending, at over 90+ words a minute, in age-appropriate texts</p>

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Reading Comprehension	<p>Demonstrate a pleasure in reading and a motivation to read. • Check that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies • Mirror modelled intonation when reading with someone else. • Demonstrates understanding of poetry, stories, and nonfiction and can discuss key characters • Recognise sequences of events in simple texts •</p> <p>Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales • Uses recurring literary language when retelling stories •</p> <p>Recognise that non-fiction books can be structured in different ways. • Answer simple questions based on the story so far • Make simple predictions on what might happen next, based on what has been read so far • Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them within discussion with the teacher.</p>	<p>Demonstrate a pleasure in reading and a motivation to read. • Check a familiar text, which they can read accurately and fluently, makes sense to them, self-correct where the sense of the text is lost • Use appropriate intonation when reading aloud • Demonstrate knowledge of developing range of poetry, stories (including fairy tales and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say • Identify sequences of events in texts and offer simple explanations of how items of information relate to one another • Recognise simple recurring literary language in stories and poems • Recognise and understand the different structures of non-fiction books that have been introduced • Share favourite words and phrases, and clarify the meaning of new words through discussion • Draw on what they</p>	<p>Make inferences on the basis of what is said and done in a text they can read independently • Predict what might happen on the basis of what has been read so far in a text they have read independently • Make links between the text they are reading and other texts they have read (in texts that they can read independently) • Listen to, discuss and express views about a wide range of texts including poetry, stories and non-fiction, at a level beyond which they can read independently. • Demonstrate a pleasure in reading by selecting books to challenge knowledge and word reading skills or to pursue an interest in an author, genre or topic. • Demonstrate an understanding of more challenging age-appropriate texts • Identify key aspects of fiction and non-fiction. Giving simple explanations of how and why texts are structured according to their purpose • Understand new words through the exploration of their</p>

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		already know or on background information to make a reasonable attempt at understanding unfamiliar vocabulary • Make predictions about what they might happen next and at the end of the story based on what has been read so far • Answer questions and make some inferences on the basis of what is being said and done in a familiar text.	meaning in context, and by making links to known vocabulary.
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