

Waterville Primary School Progression of Skills in English – Reading

Year 2	<p>National Curriculum The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.</p> <p>Pupils should be taught to: -read easily, fluently and with good understanding -develop the habit of reading widely and often, for both pleasure and information -acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language -appreciate our rich and varied literary heritage -write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences -use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>			
Fluency	<p>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>		Common Exception Words To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	
Poetry and Performance	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.			
Phonics and Decoding	Vocabulary	Listening and Discussing	Inference and Prediction	Non-Fiction
<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far.</p> <p>Recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p>	<p>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and self-correct inaccurate reading.</p> <p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far in a text.</p>	<p>Recognise that non-fiction books are often structured in different ways.</p>