Cold Harbour C of E Primary School - Reading Progression All children develop pleasure in reading and motivation to read.									
Year Two Level 2	Book Band	RWI Level	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 – deduce, infer or interpret information, events or ideas from texts.	AF4 – identify and comment on the structure and organisation of texts, inc. grammatical and presentational features at text level.	AF5 – explain and comment on writer's use of language, inc. grammatical and literary features at word and sentence level.	AF6 – identify and comment on writer's purposes and viewpoints, and the overall effect of the text on the reader.	AF7 – relate texts to their social, cultural and historical traditions.
Year 2 Autumn 1 2b	Purple	Grey	secure phonic decoding until reading is fluent     read accurately by blending, including alternative sounds for graphemes     read multi-syllable words containing these graphemes (may still need to fred aloud)     *begin to develop skill of being able to read to self quietly or in head	identify and discuss the sequence of events in books.      answering and asking questions based on texts read:     -know that to retrieve means answers can be found in the text and rehearse this skill e.g. find and copy questions, who, what, when, where?	making inferences on the basis of what is being said and done:     -know that infer means to use clues from the text to make an assumption and rehearse this skill (with pictures and text)      answering and asking questions to interpret events e.g. motive      predicting what might happen on the basis of what has been read and what is known about the features of the genre	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales     recognising simple recurring literary language in stories     listening to, discussing and expressing views about fairy tales and traditional stories at a level beyond that at which they can read independently			drawing on what they already know or on background information and vocabulary provided by the teacher to discuss texts e.g. Goldilocks is lost in the woods. Have you ever been lost? How did you feel?

Year 2 Autumn 2 2b+	Purple	RWI complete	Increasingly read with more accuracy and fluency by blending, including alternative sounds for graphemes     confidently and efficiently read multi-syllable words containing these graphemes	explain the sequence of events in books.     discuss and recall information from non-fiction texts.     discussing how items of information are related     generally know how to locate information using contents page or index	• interpret information in non-fiction books to answer a question or summarise learning	being introduced to non-fiction books that are structured in different ways	discussing and clarifying the meanings of words, linking new meanings to known vocabulary     comments/questions about meaning of parts of text e.g. details of illustrations, diagrams or changes in font styles	Iistening to and discussing non-fiction texts at a level beyond that at which they can read independently	•link learning from non-fiction texts to what they already know and have experienced e.g. I knew that because when I went to the farm I found out
Year 2 Spring 1 2w	Gold		read common suffixes     read with intonation and expression, taking account of punctuation – focus on!!?     *further develop skill of being able to read to self in head, asking for help when necessary	continue to answer and ask questions based on texts read using increasing knowledge of vocabulary in text and word meanings:     -find and copy a word that means the same as     -the author used the wordto describe the character's feelings, what other word could they have used?    was described as what does this mean?     • compare sequence of events in a series of stories.	making inferences with more focus on finding clues in word reading e.g. recalling how a character is feeling from a written description of character's body language/gesture      understand the difference between sensible and silly predictions, giving reasoning for their predictions linked to text and their knowledge and experience as a reader		discussing their favourite words and phrases. Consider why the author wrote in this way/repeated key phrases. Consider the value of the illustrator.     identify familiar patterns of language e.g. repeating phrases or story starts (Supertato series)		

Year 2	Gold	 <ul> <li>read exception</li> </ul>		• answer	recognising	continuing to build		link reading to
	Gold	words, noting	answer using	prediction	simple recurring	up a repertoire of	participate in	experiences,
Spring 2		unusual	quotations from	questions based	literary language	poems learnt by	discussion about	thoughts and
2w+		correspondences • read with intonation and expression, taking account of punctuation — focus on!? and speech marks.	the text e.g. how questions such as how do you know the boy felt lonely? Because he said What part of the story tells you that they were in a different place?	on texts making links to other stories e.g. I think this might happen nextbecause in 'another book' this happened	in poetry	heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  • Compare stories by the same author — Beatrix Potter/Enid Blyton (comment on similar use of language). Compare illustrations of Supertato/Peter Rabbit and say preferences - if you could choose an illustrator for your book who would it be?.	books and poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	traditions e.g. what did the story make you think about? Would you ever go into somebody else's garden and take some fruit/vegetables?
Year 2	White	• read most words	ask their own	ask their own		discussing word	participate in	a few basic
	white	quickly &	guestions about	guestions to		meanings, linking new	discussion about	features of
Summer 1		accurately without	text.	infer or deduce		meanings to those	what is read to	well-known story
<b>2</b> s		overt sounding	<ul> <li>confidently and</li> </ul>	e.g. I wonder		already known	them, taking	and information
		and blending -	accurately	why			turns and	texts
		fluency, pace and	answer a range	inference and			listening to what	distinguished e.g.
		expression is	of questions	deduction			others say	differences
		beginning to	about text in a	questions are				between type of
		become a natural part of reading	range of formats to explain key	tackled with confidence with				text in which photos or
		aloud	aspects of	answer given,				drawings are
		checking that	fiction/non-fictio	along with				used
		the text makes	n texts	reasoning e.g. I				
		sense to them as	(characters,	think				
		they read and	events, titles,	thisbecause I				
		correcting	information) e.g.	know this				
		inaccurate reading	find and copy, number the					
			order of events,					
			circle the word,					
			who/what/wher					
			e/when/how					

Year 2	Lime	read almost	the process of	sound		
Summer 2		effortlessly within	•	understanding		
		this band; fluency,	answer	that inference		
2s+		pace and	throughout	questions are to		
		expression	reading is	be interpreted		
		becoming a	habitual and	from clues in the		
		natural skill of the	children respond	text. Efficient in		
		reader, correcting	confidently,	answering with I		
		themselves and	using strategies	think		
		swiftly managing	to locate	thisbecause I		
		unfamiliar words	answers in text	know		
		through efficient				
		decoding skills.				