

## Reading Progression & Long Term Plan

Year 2	Autumn
Input	
Individual Reading Book (Phonic Linked or AR Scheme)	<ul style="list-style-type: none"> <li>● read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>● reread these books to build up their fluency and confidence in word reading</li> <li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul>
Shared Class Text/Story/Writing Link	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>● being introduced to non-fiction books that are structured in different ways</li> <li>● recognising simple recurring literary language in stories and poetry</li> </ul> <p>Understand 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>● drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul>
RWI input	<ul style="list-style-type: none"> <li>● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>● read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> </ul>
Group/Whole Class Reading Session	<p>Reading (or Rereading) the Text:</p> <ul style="list-style-type: none"> <li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>● discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>● drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● making inferences on the basis of what is being said and done</li> </ul> <p>Predict:</p> <ul style="list-style-type: none"> <li>● predicting what might happen on the basis of what has been read so far</li> </ul> <p>Retrieve:</p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>● discussing their favourite words and phrases</li> </ul> <p>Summarise:</p> <ul style="list-style-type: none"> <li>● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> <p>Sequence:</p>



	<ul style="list-style-type: none"><li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li></ul> Question: <ul style="list-style-type: none"><li>● answering and asking questions</li></ul>
Other (eg Performance, cross-curricular research	<ul style="list-style-type: none"><li>● being introduced to non-fiction books that are structured in different ways</li></ul>

Year 2	Spring
Input	
Individual Reading Book (Phonic Linked or AR Scheme)	<ul style="list-style-type: none"> <li>● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul>
Shared Class Text/Story/Writing Link	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>● discussing the sequence of events in books and how items of information are related</li> <li>● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul> <p>Understand 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 inferences on the basis of what is being said and done</li> <li>● answering and asking questions</li> </ul>
RWI input	<ul style="list-style-type: none"> <li>● read accurately words of two or more syllables that contain the same graphemes as above</li> <li>● read words containing common suffixes</li> </ul>
Group/Whole Class Reading Session	<p>Reading (or Rereading) the Text:</p> <ul style="list-style-type: none"> <li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>● discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>● drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● making inferences on the basis of what is being said and done</li> </ul> <p>Predict:</p> <ul style="list-style-type: none"> <li>● predicting what might happen on the basis of what has been read so far</li> </ul> <p>Retrieve:</p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>● discussing their favourite words and phrases</li> </ul> <p>Summarise:</p> <ul style="list-style-type: none"> <li>● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> <p>Sequence:</p> <ul style="list-style-type: none"> <li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul> <p>Question:</p> <ul style="list-style-type: none"> <li>● answering and asking questions</li> </ul>



<p>Other (eg Performance, cross-curricular research)</p>	<ul style="list-style-type: none"><li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li><li>• being introduced to non-fiction books that are structured in different ways</li></ul>
--	---

Year 2	Summer
Input	
Individual Reading Book (Phonic Linked or AR Scheme)	<ul style="list-style-type: none"> <li>● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul>
Shared Class Text/Story/Writing Link	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>● listening to, discussing and expressing 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</li> </ul> <p>Understand 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>● predicting what might happen on the basis of what has been read so far</li> <li>● 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</li> </ul>
RWI input	<ul style="list-style-type: none"> <li>● read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>● read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ul>
Group/Whole Class Reading Session	<p>Reading (or Rereading) the Text:</p> <ul style="list-style-type: none"> <li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>● discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>● drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● making inferences on the basis of what is being said and done</li> </ul> <p>Predict:</p> <ul style="list-style-type: none"> <li>● predicting what might happen on the basis of what has been read so far</li> </ul> <p>Retrieve:</p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>● discussing their favourite words and phrases</li> </ul> <p>Summarise:</p> <ul style="list-style-type: none"> <li>● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> <p>Sequence:</p> <ul style="list-style-type: none"> <li>● checking that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul> <p>Question:</p>



	<ul style="list-style-type: none"><li>• answering and asking questions</li></ul>
Other (eg Performance, cross-curricular research)	<ul style="list-style-type: none"><li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul>