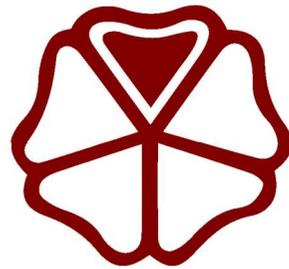


Sacred Heart RC Nursery & Primary School



Everyone is Sacred

Progression in Reading

Year 2

Year 2

Year 2 is a transition year in terms of reading, therefore children need the opportunity to fully accomplish independent word reading skills. Therefore, on entry to year two, through rigorous transition with the year one teacher, and additional reading assessments, those children that have not reached the word reading level on entry to year two, will need specific intervention as detailed below.

Children will be taught comprehension skills through discussion in reading lessons, using texts at their reading level. They will also be taught how to record their understanding of texts in written form.

Teachers need to ensure 'Thinking aloud' strategies when reading to pupils, which will help them to understand what skilled readers do. This can be done in taught whole class reading lessons and shared reading aloud.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

The focus comprehension skills for year 2 are: retrieve and explain; summarise, make connections; making sense, predict, infer and question.

RED: Guidance BLACK: National Curriculum objectives

Reading for Pleasure		Implementation
Intent	<p><i>Creating a Culture where children are exposed to a range of high quality texts in a variety of contexts and have opportunity to browse literature as well as structured reading activities.</i></p> <p><i>Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</i></p> <p><i>To build preferences in reading and choose to read</i></p> <p><i>To recognise authors and styles of reading that individuals enjoys</i></p> <p><i>Engaging in book discussions in a range of contexts, alongside adults and peers</i></p> <p><i>Sharing and recommending books.</i></p>	<p>Library visits/ genre tracker</p> <p>Fiction spine</p> <p>Tell the Bookworm book reviews</p> <p>Reading lessons</p> <p>Reading at the end of the day.</p>
Reading Aloud		Implementation
Intent	<p><i>Widening knowledge of texts and authors, including non-fiction and poetry</i></p> <p><i>Sustaining stamina in listening and reading texts</i></p> <p><i>Make connections with in a book.</i></p>	<p>Minimum of ten minutes reading to class a day using books from Spine below alongside</p>

studying it in some reading lessons.

Word Reading Fluency: smoothness, expression and volume, phrasing and pace		Implementation
Pupils should be taught to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.		RWI spelling programme
Pupils should be taught to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		Taught reading lessons including guided reading using book banded books.
Pupils should accurately read words of two or more syllables that contain the graphemes taught so far. (See appendix 2 in the National Curriculum for reading)		Fluency assessments/ RWI phonic assessments to guide needs of guided reading groups.
Pupils should be taught to read words containing common suffixes: -es; -ies; -ed, -ing, -er, -est, -y, -ment, -ness, -ful, -less, -ly (See appendix 2 in the National Curriculum for reading)		
Pupils should be taught to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <i>See common exception word list for reading and spelling for year 2. Children should be able to read all words on the year 1 and 2 list, fluently and on sight.</i>		
Pupils should be taught to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. <i>This should be achieved by rereading texts and ensuring tricky words are introduced to children before accessing the text they are going to read.</i>		
Pupils should be taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.		See RWI progression below
Implementation Reading books for home and guided reading		
<p>Children should enter year two having passed their phonics screening test. Children’s baseline RWI level should be blue or above. Children that are benchmarked as below orange book band or below blue RWI level, will need to continue the RWI phonics scheme. Children that did not pass the phonics screening test will continue the Read Write Inc. phonics scheme in addition to daily 1:1 phonics, BOTH as an additional intervention. This in addition to following the year two programme of study for developing comprehension as recommended in the National Curriculum. Children should leave year two reading gold book band level at a pace of 90 words per minute.</p>		

<p>Guided Reading Children will read books according to their book band in guided reading.</p> <p>Home readers Children are bench marked and children are given a book banded book on their corresponding level to read at home. If children are still accessing the RWI scheme they will take home their RWI book they are reading in school.</p>	
Range of Texts	
<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by 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. <i>See Literature overview, English overview and poetry progression.</i></p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways.</p>	<p>See literature overview English Overview for progression of genres.</p> <p>Reading Lessons linked to key text from reading spine</p> <p>Genre Tracker.</p> <p>Talk for Writing Sequence</p>

Comprehension		Where is it explicitly taught
<p>Retrieve & Explain</p>	<p>Pupils should be taught to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p><i>Retrieve information from the text drawing on their knowledge of vocabulary to help them do so.</i></p>	<p>Reading lessons</p> <p>RWI</p>

	<p><i>Explain the meaning of words in context.</i></p> <p><i>Identify, retrieve and explain key aspects of narrative directly from a text, either discussing or writing down their understanding.</i></p>	
Familiarity and Participation	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. <i>See reading spine, English overview and poetry progression.</i></p> <p>Pupils should continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <i>See poetry progression.</i></p> <p>Pupils should be taught to recognise simple recurring literary language in stories and poetry.</p> <p>Pupils should be taught to 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.</p> <p>Pupils should be taught to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p><i>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</i></p> <p><i>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</i></p>	<p>Reading lessons</p> <p>Talk for Writing sequences</p> <p>Class reader Book Talk</p> <p>Library visits</p>
Form an Opinion	<p>Pupils should discuss their favourite words and phrases.</p> <p><i>Have an appreciation for stories, rhymes and poems and be able to explain what they like and don't like. Be able to participate in a discussion about what is being read to them, taking turns, listening and responding to what others say.</i></p>	<p>Reading lessons</p> <p>Tell the Bookworm book reviews</p> <p>Class reader Book Talk</p>
Authorial Intent	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p>	<p>Talk for Writing Sequence</p>
Structural choices	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways.</p> <p><i>Identify and explain the sequence of events in a text.</i></p>	<p>Reading lessons</p> <p>Class reader Book Talk</p>

	<i>Be able to navigate both fiction and non-fiction and understand how different texts can be organised and/or are linked.</i>	
Authorial Intent	Pupils should discuss their favourite words and phrases.	Talk for Writing Sequence
Linguistic Choices	Pupils should discuss and clarify the meanings of words, linking new meanings to known vocabulary. <i>Explain and evaluate how the author's choice of words, grammatical & sentence patterns makes us feel and what images are created in their head as a result of their reading.</i>	Reading lessons Class reader Book Talk
Visualising	<i>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Explicit reference to how what we write is often different to what we say.</i>	Poetry progression
Summarising	<i>Explain the main message / bigger picture / lesson or key information from a text, including from a whole story or an extract.</i>	Discussing of texts
Make Connections	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Pupils should discuss and clarify the meanings of words, linking new meanings to known vocabulary. To understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. <i>Identify and make links with what they hear and read to their own experiences. Including making links between the book they are reading and other books that they have read.</i>	Reading lessons Talk for Writing Sequence Book talk/ class reader
Making sense	Pupils should discuss and clarify the meanings of words , linking new meanings to known vocabulary. Pupils should understand what they read by checking that the text makes sense to them as they read and correcting inaccurate reading. <i>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</i> <i>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</i>	Reading lessons

Predict	Children should understand what they read by predicting what might happen on the basis of what has been read so far.	Reading lessons Book talk/ class reader
Infer	Children should understand what they read by making inferences on the basis of what is being said and done.	Reading lessons Book talk/ class reader
Question	Children should understand what they read by answering and asking questions.	Reading lessons Book talk/ class reader

Year 2 Reading spine	Themes/ characteristics	
Opportunities can be used to explore the links between the themes/ settings and characters. yellow: link to Gospel Values.		
<p>Teachers can choose one of the texts below as the focus text within reading lessons. Longer chapter book texts should be read at the end of the day.</p> <p>As there are a large number of books within the year 2 spine. Teachers can choose the books for the focus of their TFW sequence and reading lessons and all other books are read aloud to children over the course of the year. Book band books can be used for the whole class reading lessons to ensure children can access the text and develop fluency at their word reading level.</p>		
	Traction man is here by Mini Grey	Adventure story
	Meercat Mail by Emily Gravett	Story from another culture
	Pumpkin Soup by Helen Cooper	Pastoral issues of friendship- kindness
	Who is afraid of the Big Bad Book? by Lauren Child	Link to tradition tales: must have prior knowledge of Goldilocks, Rapunzel, Dick Whittington and Cinderella.
	Dr Xargles book of Earthlets by Tony Ross	Science Fiction Introduction to humour.
	Not now Bernard! by David Mckee	Discussing character and different perspectives, motivations and feelings.

	Tuesday by David Wiesner	Largely a wordless picture book. Good for generating questions and inferring what has happened.
	The Flower by John Light	Adventure Setting of a bleak city
	Gorilla by Anthony Browne	Adventure/ pastoral issues/ relationships Picture inference- relationship of text to pictures. Imaginary character. Links to: Into the Forest
	Into the Forest by Anthony Browne	Multiple meanings within the text. Link to Gorilla. Link to stories with journeys/ motivations. Theme: loss/ fear/ insecurity Links to: different fairy tales/ characters.
	Emily Brown and the Thing by Cressida Cowell	Opportunities for prediction/ challenging vocabulary
Chapter Books	Amazing Grace by Mary Hoffman	Opportunities/ equality/ challenging perceptions
	Frog and Toad Together by Arnold Lobel	Short stories. Can use the stories to discuss the different characters and how they are conveyed in each of the separate stories.
	The Owl Who Was Afraid of the Dark by Jill Tomlinson	Animal stories- link to non-fiction about nocturnal animals. Link to Owl babies
	The Giraffe, the Pelly and Me Roald Dahl	Challenging read. Link to non-fiction texts about giraffes, pelicans and monkeys Introduction to other Roald Dahl books.
	The Diary of a Killer Cat by Anne Fine	Humour. Introduction to another children's author. Alternative structures/ point of view.
	Fantastic Mr Fox by Roald Dahl	Animal stories- link to non-fiction writing about foxes. Introduction to other Roald Dahl books.
	The Hodgeheg by Dick King Smith	Animal stories- Link to environmental issues and Laudato Si.
		Ellie and the Cat by Malorie Blackman
	Flat Stanley by Jeff Brown	Stories from familiar settings/ fantasy Insights to family life. Introduction to the rest in the series.

Book band progression

YEAR 1	Working towards/ within	Working at / secure	Working at greater depth/ secure plus
Bookband Level	Yellow 5.0 years	Orange 6.0 years	Turquoise 6.5 years

YEAR 2	Working towards/ within	Working at / secure	Working at greater depth/ secure plus
Bookband Level	Turquoise 6.5 years	Gold 7.5 years 90 words per minute	White

YEAR 3	Working towards/ within	Working at / secure	Working at greater depth/ secure plus
Bookband Level	Turquoise 6.5 years	Silver 8.5 years	Lime 9.0-9.5 years