



Year 2 Reading Progression Skills

(Post Little Wandle)



Key to Reading Skills	
READ	Word reading and general reading behaviour
R	Recall and retrieval
E	Exploring the author's language and point of view
A	Analysis of structure and organisation
D	Deduction and inference

1. Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ)
2. Can read aloud, taking into account .?! (READ)
3. Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ)
4. Can read most of the Y1/2 high frequency words, (READ)
5. Can confidently recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts, (A)
6. Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text. (R)
7. Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (D)
8. Can compare similarities and differences between texts in terms of characters, settings and themes. (D/E)
9. Can provide simple explanations about events or information, e.g., why a character acted in a particular way. (D)
10. Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter). (A)
11. Is beginning to use contents and index pages to locate information in non-fiction texts, (A/R)
12. Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ)
13. Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-portant). (READ)
14. Can read words with contractions (e.g. I'm, I'll, we'll, he's) and understands that the apostrophe represents the omitted letter(s). (READ)
15. Can read aloud with intonation, taking into account a wider range of punctuation (.?! ,). (READ)
16. Can read all of the high frequency words, up to and including the Y1/2 high frequency word list (demonstrates fluent and automatic reading of frequently encountered words). (READ)
17. Can explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful). (D)
18. Can summarise a story, giving the main points clearly in sequence. (R)
19. Can distinguish between fiction and non-fiction, (A)
20. Having read a text, can find the answers to questions, both written and oral. (R)
21. Can talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration), (E)
22. Can discuss reasons for events in stories by beginning to use clues in the story. (D)
23. Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions, (D)
24. Can confidently relate texts to their own experiences, (D)
25. Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter). (A)
26. Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary. (R/A)