

End Points which show Progression of knowledge, understanding and skills in Reading

Year Group 2

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts						
Supporting texts	 Fiction  Poetry  Non-fiction	 Fiction  Fiction  Non-fiction	 Non-fiction  Non-fiction	 Fiction  Non-fiction  Poetry	 Non-fiction  Non-fiction  Poetry	 Poetry

Super Six						
<u>Quality text</u>	Hoot Owl	Traction Man	Look Up	Man on the Moon	Fox and the Star	Poems to Perform
<u>Rhyming text</u>	The Scarecrows' Wedding	I Want the Moon	The Dragon with a Blazing Bottom	Danny McGee Drank the Sea	One Day in the Eucalyptus Tree	The Ugly Five
<u>Diverse text</u>	The Proudest Blue	The Can Caravan	Grandad's Camper	Home for Grace	Malala's Magic Pencil	Coming to England
<u>Traditional/twisted tale</u>	Little Red	Once Upon a Wild Wood	A Hero called Wolf	Into the Forest	Jack and the Jellybeanstalk	I am so Clever
<u>Wellbeing/growth mindset text</u>	The Invisible	Once Upon a Dragon's Fire	After the Fall	Three Little Vikings	Jabari Jumps	A Shelter for Sadness
<u>Environmental text</u>	The Last Wolf	Once Upon a Mermaid's Tale	A Planet Full of Plastic	Little Turtle and the Sea	Dear Earth	Greta and the Giants

Decode / word-reading: phonics, tricky words

Decode / word-reading:	Consolidate: read a wide range of common exception words (Y1 list).	Introduce: read some common exception words (Y2 list) with support.	Practise: read some Y2 common exception words with occasional support.	Practise: read some Y2 common exception words with occasional support.	Develop: read some Y2 common exception words with more independence.	Embed: confidently read many Y2 common exception words with increasing independence.
	Consolidate: apply phonic knowledge for all 40+ phonemes and blend these in unfamiliar words. Introduce: read words containing the	Practise: read words containing previously taught alternative sounds. Introduce: read words containing the	Practise: to read words containing previously taught alternative sounds.	Practise: to read words containing previously taught alternative sounds. Introduce: to read words containing the alternative sounds 'a'	Practise: to read words containing previously taught alternative sounds. Introduce: to read words with alternative sounds	Embed: to apply phonics knowledge to decode words automatically leading to accurate and fluent reading.

	alternative sounds 'y' saying /igh/, 'gn' saying /n/ and 'kn' saying /n/.	alternative sound 'wr' saying /r/.		saying/or/, 'o' saying /u/ and 'ey' saying /ee/.	'war' saying/wor/, 's' saying /zh/, 'tion' saying /shun/ and 'wa' saying /wo/.	
	Consolidate: to read words containing a range of endings e.g. -er, -es and -ing. Introduce: to read words containing the endings – dge, -ge, and – es.	Practise: to read words containing previously taught endings. Introduce: to read words containing the endings – le, -el and -est.	Practise: to read words containing previously taught endings. Introduce: to read words containing the endings -al, -il, -eer, and -ture.	Practise: to read words containing previously taught endings. Introduce: to read words containing the ending -mb.	Practise: to read words containing previously taught endings. Introduce: to read words with the suffixes -ful, -less and -ly.	Embed: to apply their growing knowledge of different word endings to read a range of Y2 words.
	Consolidate: to read words of more than one syllable that contain the taught GPCS.		Practise: to read words with two syllables that contain the taught GPCS.	Develop: to read words with two or more syllables that contain the taught GPCS.		Embed: to recognise alternative sounds for graphemes, including words of two or more syllables.
Comprehend, locate and retrieve: vocabulary, characters, settings, events, information, justify using text – 1A						
Comprehend, locate and retrieve:	Consolidate: to use their growing vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text.	Introduce: to begin to scan for key words in the text to find answers with support.		Practise: to begin to scan for key words in the text to find answers with occasional support.	Develop: to begin to scan for key words in the text to find answers.	Embed: to scan for key words in the text in order to locate answers.
	Consolidate: to explain key facts about what is read to them from a variety of texts. To retrieve answers to simple literal who, what,	Introduce: to look at the wording of a question in order to choose what to look for with support.	Practise: to look at the wording of a question in order to choose what to look for with occasional support.	Develop: to look at the wording of a question in order to choose what to look for.	Introduce: to find answers where the question word does not match the text with support.	Embed: to analyse the wording of a question in order to choose what to look for. Develop: to sometimes find

	where, when, which, who and how questions.					answers where the question word does not match the text word.
			Introduce: to navigate simple information texts, locating the most suitable paragraph to retrieve solutions with support.	Practise: to navigate simple information texts, locating the most suitable paragraph to retrieve solutions with occasional support.	Develop: to navigate different paragraphs of information texts, locating the most suitable paragraph to retrieve solutions with occasional support.	Embed: to navigate different paragraphs of information tests, locating the most suitable paragraph to retrieve solutions.
Inferential understanding: prediction, sequencing events, summary, nuanced vocabulary – content domain 1D and 1A						
Inferential understanding:	Consolidate: to make simple inferences when a book is read to them	Introduce: to make some inferences, answering 'how' questions with support.	Introduce: to make some inferences, answering 'why' questions with support.	Practise: to make some inferences, answering 'why' and 'how' questions with occasional support.	Develop: to make some inferences, answering 'how' and 'why' questions which may reach beyond the text with support.	Embed: to make some inferences, answering 'how' and 'why' questions which may reach beyond the text.
	Consolidate: to predict what might happen next in a sequenced story read to them.	Introduce: Predict what might happen next in a sequenced story.	Practise: to predict what might happen next, on the basis of what has been read so far, with support.		Practise: to predict what might happen next, on the basis of what has been read so far, with occasional support.	Embed: to predict what might happen next, on the basis of what has been read so far.
	Consolidate: to discuss word meanings of simple words.	Introduce: discuss the meaning of words with support.		Practise: discuss the meanings of words with occasional support.	Develop: discuss the meanings of words, linking new meanings to known vocabulary with support.	Embed: to discuss and clarify the meanings of words, linking new meanings to known vocabulary.
Respond to text: evaluation, response to author, authorial effect and intent, effect of vocabulary.						
Respond to text:	Consolidate: listen to and discuss a wide	Introduce: develop their pleasure in	Practise: develop their pleasure in	Develop: their pleasure in reading		Embed: develop their pleasure in

	range of high-quality books which are beyond those they can read by themselves to develop a love of reading.	reading by listening to and discussing their view of a text read to them.	reading by listening to and discussing views about a range of texts.	by listening to, discussing and expressing views about a range of texts at a level beyond their independent reading ability.		reading by listening to, discussing and expressing views about a wide range of texts at a level beyond their independent reading ability.
	Consolidate: Participate in discussion about the text, drawing links between the text and some of their own experience.	Introduce: discuss the sequence of events in stories and retell these orally with support.	Introduce: talk about how different information in non-fiction texts are related.	Practise: discuss the sequence of events in stories; retell these events orally and talk about how different information in non-fiction texts are related with support.	Develop: discuss the sequence of events in stories; retell these events orally and talk about how different information in non-fiction texts are related with occasional support.	Embed: discuss the sequence of events in stories; retell these events orally and talk about how different information in non-fiction texts are related.
	Consolidate: listen to unfamiliar words in texts read aloud to them and talk about words they know or like.	Introduce: clarify the meaning of words, discussing their favourite words/phrases with support.	Practise: clarify the meaning of words, discussing their favourite words/phrases with occasional support.		Develop: clarify the meaning of words, discussing their favourite words/phrases with increasing independence.	Embed: clarify the meaning of words, discussing their favourite words/phrases and giving reasons for their answers.
Fluency and phrasing: reading at 90% accuracy without overt segmenting and blending, automaticity, phrasing appropriate to meaning – 90WPM						
Fluency and phrasing	Consolidate: to recite some familiar complete rhymes and songs by heart; and recognise and join in with predictable phrases.		Introduce: to begin to recite familiar poems by heart with support and prompts	Practise: to begin to recite familiar poems by heart with occasional support and prompts.	Practise: to begin to recite familiar poems by heart with occasional support.	Embed: to recite familiar poems by heart.
	Consolidate: read aloud, checking that it 'sounds right' and	Introduce: check that the text makes sense	Practise: check that the text makes sense to them as they read	Practise: check that the text makes sense to them as they read	Develop: check that the text makes sense to them as they read	Embed: check that the text makes sense to them as they read,

	that the text makes sense to them.	to them as they read with support.	with occasional support.	with occasional support.	with increasing independence.	and self-correct if necessary.
	Consolidate: to re-read favourite books to themselves, to gain confidence with word reading and fluency.	Introduce: use expression appropriately to support the meaning of sentences with support.	Practise: use expression appropriately to support the meaning of sentences with occasional support.	Practise: use expression appropriately to support the meaning of sentences, including those which use subordination with support.	Develop: use expression appropriately to support the meaning of sentences, including those which use subordination with occasional support.	Embed: use expression appropriately to support the meaning of sentences, including those which use subordination.