

## Year 2 Term 1 English - Reading Comprehension Progression

Charlton Kings Infants School – Reading comprehension		Year 2		
<p><i>Children leave CKIS able to name a range of books and authors that they have enjoyed reading. They have an ingrained love of reading and feel confident in choosing books that suit their interests. Children are confident when discussing the content and themes of a text and can draw on different reading 'skills' such as inference or summarising in order to articulately express meaningful thoughts on a text.</i></p>				
<p><i>This programme of study does not convey the entirety of the reading experiences children will have at CKIS in whole class comprehension lessons. It provides an underlying structure to the teaching sequences over the course of the year and the question stems and skills specified are those which the children need to be secure in on leaving the year group.</i></p>				
Autumn	Knowledge pupils will acquire	VIPERS strands and teaching strategies	Question stems	Text types
	<ul style="list-style-type: none"> <li>I know how to link the meanings of new words to other words that I already know.</li> <li>I know that a dictionary can help me to find out what new words mean.</li> <li>I know how to locate relevant words and information in a text.</li> <li>I know that information texts are set out in a way that can help me find relevant information easily.</li> <li>I know how to explain my understanding of a text and how I came to find certain information.</li> </ul>	<b>Vocabulary</b> Matching words to definitions Making a glossary using pictures/definitions	<ul style="list-style-type: none"> <li>Find and copy a word that means...</li> <li>Which word means the same as...?</li> <li>What does the word.... mean in this sentence?</li> </ul>	Information texts (on London, Great Fire of London, Diary of Samuel Pepys)
		<b>Retrieve</b> Highlighting relevant words in text	<ul style="list-style-type: none"> <li>Find and copy a word that means... (reinforce vocabulary work)</li> </ul>	Extracts from class texts (Stories about Paddington Bear/ Vlad and the Great Fire of London) That Pesky Rat
		<b>Explain</b> True or false questions as class Discussing/highlighting presentational/structural features of text as class	<ul style="list-style-type: none"> <li>How do you know that .....?</li> <li>Where can you find information about....?</li> <li>What does the title tell us?</li> </ul>	Poetry If I were Fire, London Burning

<p>Autumn 2</p>	<ul style="list-style-type: none"> <li>I know several traditional tales and can re-tell some in my own words.</li> <li>I know how to discuss the sequence of events in a story, using language that determines chronology e.g. 'first' 'before' 'after' 'while'.</li> <li>I know how to make predictions based on what has happened so far.</li> <li>I know how to use retrieval to answer questions relating to cause and effect.</li> </ul>	<p><b>Sequence</b> Mapping out the story Stepping out/acting out the story Ordering pictures/cards showing stages of story</p> <p><b>Predict</b> Acting out what they think will happen next. Drawing/writing empty boxes in storyboard depicting what might happen next Choosing from options the most likely event to happen next.</p> <p><b>Retrieve</b> Understand basic ideas of cause and effect e.g. 'This happened because...'  Matching cause to effect cards/pictures  Finding the answer to a question (treasure hunt?)</p>	<ul style="list-style-type: none"> <li>Can you number these events 1-5 in the order that they happened?</li> <li>Which of these events happened first in the story? Which happened last?</li> <li>What do you think will happen next? What makes you think this?</li> <li>What do you think the last paragraph suggests will happen next?</li> <li>'How' questions e.g. 'How did ... Happen?'</li> <li>Why questions e.g. 'Why do you think the character decided to ...'</li> </ul>	<p>Extracts from longer traditional tales such as: Snow Queen, Seven Dancing Princesses</p> <p>Poetry</p> <p>Shorter traditional tales: LRRH</p> <p>Adapted traditional tales e.g. Little Red/Rapunzel by Bethan Woolvin</p>
<p>Spring 3</p>	<ul style="list-style-type: none"> <li>I know how to make predictions about what characters will do next based on my understanding of them and the events of the text.</li> <li>I know that a text can be summarised in single sentences or 'steps' that</li> </ul>	<p><b>Sequence/predict</b> Acting/stepping out the story Storyboard/story map Ordering pictures Act out what you think will happen next Finish the story in your own way</p>	<ul style="list-style-type: none"> <li>Number the events of the story 1-5 to show the order that they happened.</li> <li>One of the events is in the wrong place in the story. Move it to the right place.</li> <li>What is happening? What do you think happened before? What do you think will happen after?</li> </ul>	<p><b>Picture books including:</b></p> <p>Wild, the Tin Forest</p> <p>Fables – The Lion and the Mouse</p> <p>Non-Fiction texts – Big Cats</p> <p>Aboriginal 'dreamtime' stories e.g. Tiddalik.</p>

	<p>show each important stage.</p> <ul style="list-style-type: none"> <li>I know how to show the sequence of events in a text by numbering them.</li> <li>I know how to put myself in a character's position and imagine their feelings.</li> <li>I know how to explain my preferences about a story using language such as 'I like... because...' or 'I would change .... so that...'</li> </ul>	<p><b>Infer</b> Hot seating- orally as class Role on the wall Simple thought bubble- children stick words describing character's thoughts that could apply to them from a selection.</p> <p><b>Explain</b> Explain preferences about text as a class True or false questions about characters</p>	<ul style="list-style-type: none"> <li>Why was..... feeling.....?</li> <li>Why did ..... happen?</li> <li>Why did ..... say .....</li> </ul>	
4	<ul style="list-style-type: none"> <li>I know that a poem can be made up of lines and verses.</li> <li>I know that some poems rhyme and can identify rhyming words.</li> <li>I know how to recite some poems from memory.</li> <li>I know how to talk about the language in a poem and how it can shape the poem's meaning.</li> <li>I know what an adjective is and can comment on the descriptive language in a poem.</li> </ul>	<p><b>Retrieve</b> Learning whole poems by heart and reciting as a class</p> <p><b>Vocabulary</b> Highlighting powerful words 'Collecting' meanings of powerful words Matching words or phrases to images and definitions Posters about powerful words</p>	<ul style="list-style-type: none"> <li>What kind of text is this?</li> <li>Which line is your favourite?</li> <li>Which words rhyme in this verse?</li> <li>Which word in this section do you think is the most important? Why?</li> <li>Can you think of any other words the author could have used to describe this?</li> <li>Why do you think ..... is repeated in this section?</li> </ul>	<p>Poetry?</p> <p><b>Terminology:</b> Line, verse, stanza, rhyme, rhyming, adjective</p>
Summer 5	<ul style="list-style-type: none"> <li>I know that longer stories can be divided into chapters to help the reader to enjoy it over time.</li> </ul>	<p><b>Sequence</b> Matching chapter headings with summaries of the events (orally as class initially).</p>	<ul style="list-style-type: none"> <li>In what order do these chapter headings come in the story?</li> <li>Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>	<p>Extracts from longer stories e.g. The Lion, the Witch and the Wardrobe.</p> <p>Crabby Spit,</p>

	<ul style="list-style-type: none"> <li>• I know how to link the information in a chapter title to what happens in the chapter.</li> <li>• I know how to infer character's feelings from what they say and do.</li> <li>• I know how to infer emotions from facial expressions, or descriptions of them.</li> <li>• I know how to use descriptive details to infer where a story or event is taking place.</li> <li>• I know how to explain my thoughts about a character using examples of things they have done in the story.</li> </ul>	<p>Ordering events of a chapter by stepping or acting out, then storyboarding.</p>	<ul style="list-style-type: none"> <li>• Number the events from chapter... from 1-5 to show the order that they happen.</li> </ul>	
		<p><b>Infer</b> Role play different emotions- children infer how people are feeling based on what they say and do.</p> <p>Inferring a character's feelings from a picture- use facial expressions, appearance etc. Move to descriptions of expressions for those who are ready.</p> <p>Inferring where a character is based on setting description.</p>	<ul style="list-style-type: none"> <li>• How can you tell that.... is feeling...?</li> <li>• How can you tell that ..... has just done ....?</li> <li>• Where is the main character right now? How can you tell?</li> </ul>	
		<p><b>Explain</b> Evidence table- matching statements about character's feelings to quotations- initially as class but then independently/in pairs.</p>	<ul style="list-style-type: none"> <li>• Do you agree that .... Is .....? Explain why.</li> </ul>	
6	<ul style="list-style-type: none"> <li>• I know that a dictionary is arranged in alphabetical order and can begin to locate where words might be using my knowledge of the alphabet.</li> </ul>	<p><b>Vocabulary</b> Looking up new words in dictionary or glossary (as class/support/focus on one page of dictionary at a time) Matching words to definitions Word collection table with columns for word, definition, drawing.</p>	<ul style="list-style-type: none"> <li>• What does this word or phrase tell you about?</li> <li>• Find and copy a word that means...?</li> </ul>	<p>Non-fiction texts around theme (inventors)</p> <p>Glossaries related to theme.</p>

	<ul style="list-style-type: none"> <li>• I know how to scan a text for key words or phrases.</li> <li>• I know what questions I might ask about a text after reading it and can participate in a discussion about the content.</li> </ul>	<p><b>Retrieve</b> Listing key facts or information (as class initially)</p> <p>Scanning text for key words or phrases.</p> <p>Asking own retrieval questions about text e.g. 'When did ....happen?'</p>	<ul style="list-style-type: none"> <li>• Find and copy a word...</li> <li>• Find and copy two words that...</li> </ul>	
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