

Learning and Progression Steps (LAPS) in Reading

Planning for Progression: Year 2



Range:	Books at an age appropriate interest level including: <ul style="list-style-type: none"> • Fiction e.g. traditional tales, tales from other cultures, adventure stories. • Non-fiction e.g. instructions, letters, non-chronological reports, explanations. • Poetry e.g. classic poems, poems on a theme, riddles, rhyming poems. 			
	LAP 1	LAP 2	LAP 3	Key Learning
Book Band:	Purple/Gold	Gold	Gold/White	
Word Reading	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. 	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically. 	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	<ul style="list-style-type: none"> • Re-read books to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> • Re-read books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Re-read books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Re-read books to build up fluency and confidence in word reading
	<ul style="list-style-type: none"> • Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. 	<ul style="list-style-type: none"> • Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. 	<ul style="list-style-type: none"> • Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending. 	<ul style="list-style-type: none"> • Read frequently encountered words quickly and accurately without overt sounding and blending.
	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, recognising alternative sounds for graphemes, e.g. <i>ow</i> in <i>clown</i> and <i>willow</i>. 	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. 		<ul style="list-style-type: none"> • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
		<ul style="list-style-type: none"> • Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>ea</i> in <i>treated</i> and <i>heading</i>; <i>c</i> in <i>carrot</i> and <i>recently</i>. 	<ul style="list-style-type: none"> • Read accurately and automatically words of two or more syllables that contain alternative sounds for a grapheme e.g. <i>ou</i> in <i>shoulder</i>, <i>roundabout</i>, <i>grouping</i>. 	<ul style="list-style-type: none"> • Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder</i>, <i>roundabout</i>, <i>grouping</i>.
	<ul style="list-style-type: none"> • Read words containing common suffixes e.g. <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-y</i>. 	<ul style="list-style-type: none"> • Read words containing common suffixes e.g. <i>-ness</i>, <i>-ment</i>, <i>-ful</i>, <i>-ly</i>. 	<ul style="list-style-type: none"> • Read words containing common suffixes e.g. <i>-ness</i>, <i>-ment</i>, <i>-ful</i>, <i>-less</i> <i>-ly</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-y</i>. 	<ul style="list-style-type: none"> • Read words containing common suffixes e.g. <i>-ness</i>, <i>-ment</i>, <i>-ful</i>, <i>-less</i> <i>-ly</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-y</i>.
	<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts (see Year 2 list below). 	<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts (see Year 2 list below). 	<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts (see Year 2 list below). 	<ul style="list-style-type: none"> • Read further common exception words, noting tricky parts (see Year 2 list below).
			<ul style="list-style-type: none"> • Read longer and less familiar texts independently. 	<ul style="list-style-type: none"> • Read longer and less familiar texts independently.

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Developing pleasure in reading and motivation to read	<ul style="list-style-type: none"> Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group. 	<ul style="list-style-type: none"> Discuss and sequence the main events in stories. 	<ul style="list-style-type: none"> Discuss the main events in stories and sequence using language such as First of all..., Moments later..., After a while..., Finally.... 	<ul style="list-style-type: none"> Sequence and discuss the main events in stories and recounts.
	<ul style="list-style-type: none"> Orally retell simple stories, fairy tales and traditional tales as part of a group. 	<ul style="list-style-type: none"> Using their own story map, orally retell stories, fairy tales and traditional tales. 	<ul style="list-style-type: none"> Use their own story maps to orally retell a wider range of stories, fairy tales and traditional tales to different audiences. 	<ul style="list-style-type: none"> Orally retell a wider range of stories, fairy tales and traditional tales.
	<ul style="list-style-type: none"> Recognise the use of repetitive language within a simple story. 	<ul style="list-style-type: none"> Recognise the use of repetitive language within a poem. 	<ul style="list-style-type: none"> Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). 	<ul style="list-style-type: none"> Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).
	<ul style="list-style-type: none"> Learn and recite a poem. 	<ul style="list-style-type: none"> Learn and recite a range of poems. 	<ul style="list-style-type: none"> Learn and recite a range of poems using appropriate intonation. 	<ul style="list-style-type: none"> Learn and recite a range of poems using appropriate intonation.
	<ul style="list-style-type: none"> Make personal reading choices and provide recommendations to others. 	<ul style="list-style-type: none"> Begin to develop and talk about personal reading preferences for particular authors or types of books. 	<ul style="list-style-type: none"> Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure 	<ul style="list-style-type: none"> Make personal reading choices and explain reasons for choices.
Understanding books which they can read themselves and those which are read to them	<ul style="list-style-type: none"> Choose favourite words and phrases from a text. 	<ul style="list-style-type: none"> Identify and discuss favourite words and phrases from a text. 	<ul style="list-style-type: none"> Identify, discuss and collect favourite words and phrases, e.g. <i>make lists of words according to word class (nouns, verbs, adjectives and adverbs).</i> 	<ul style="list-style-type: none"> Identify, discuss and collect favourite words and phrases.
	<ul style="list-style-type: none"> Identify unfamiliar words within the context of a text and discuss meanings as a group. 	<ul style="list-style-type: none"> Identify and discuss words within the context of a text, linking new meanings to known vocabulary, e.g. <i>a toad is similar to a frog.</i> 	<ul style="list-style-type: none"> Identify and discuss words within the context of a text, using morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> 	<ul style="list-style-type: none"> Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i>
	<ul style="list-style-type: none"> Take note of punctuation when reading e.g. <i>pausing at full stops, question marks and exclamation marks.</i> 	<ul style="list-style-type: none"> Take note of punctuation when reading aloud, e.g. <i>pausing at commas which separate items in a list.</i> 	<ul style="list-style-type: none"> Take note of punctuation by using tone and intonation when reading aloud, e.g. <i>pausing at full stops, changing voice in response to an exclamation / question mark.</i> 	<ul style="list-style-type: none"> Uses tone and intonation when reading aloud.

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Understanding books which they can read themselves and those which are read to them Contd.	<ul style="list-style-type: none"> • Pose and orally rehearse questions prior to reading non-fiction texts. 	<ul style="list-style-type: none"> • Pose, orally rehearse and write questions prior to reading nonfiction. 	<ul style="list-style-type: none"> • Activate prior knowledge, raise questions, and find and note answers e.g. <i>What do we know? What do we want to know? What have we learned?</i> 	<ul style="list-style-type: none"> • Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i>
	<ul style="list-style-type: none"> • Recognise when a text does not make sense while reading. 	<ul style="list-style-type: none"> • Recognise when a text does not make sense while reading and, with prompting, can correct. 	<ul style="list-style-type: none"> • Check that texts make sense while reading and self-correct. 	<ul style="list-style-type: none"> • Check that texts make sense while reading and self-correct.
	<ul style="list-style-type: none"> • Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions. 	<ul style="list-style-type: none"> • Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions. 	<ul style="list-style-type: none"> • Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions. 	<ul style="list-style-type: none"> • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.
	<ul style="list-style-type: none"> • Discuss their understanding of a text and give opinions e.g. <i>I wouldn't like to live next door to those noisy pirates!</i> 	<ul style="list-style-type: none"> • Explain and discuss their understanding of a text, giving opinions e.g. <i>I think Dougal should stay in Atlantis because he will not have to do his boring job anymore.</i> 	<ul style="list-style-type: none"> • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> 	<ul style="list-style-type: none"> • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i>
	<ul style="list-style-type: none"> • Develop and demonstrate their understanding of characters through role play and drama, e.g. <i>hot seating, magic mirror, magic microphone.</i> 	<ul style="list-style-type: none"> • Develop and demonstrate their understanding of characters and events through role play and drama, e.g. <i>improvisation, freeze frames and thought tracking.</i> 	<ul style="list-style-type: none"> • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. 	<ul style="list-style-type: none"> • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
	<ul style="list-style-type: none"> • Draw inferences about characters from the text e.g. <i>what is the character thinking, saying and feeling?</i> 	<ul style="list-style-type: none"> • Draw inferences about characters and events from the text e.g. <i>why do you think that happened; how do you think the problem will be resolved?</i> 	<ul style="list-style-type: none"> • Draw inferences about characters and events referring to specific evidence from the text e.g. <i>what do you think the character is feeling when..? What makes you think this?</i> 	<ul style="list-style-type: none"> • Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i>
	<ul style="list-style-type: none"> • Make predictions based on what has been read so far and give reasons. 	<ul style="list-style-type: none"> • Make predictions based on what has been read so far and give reasons. 	<ul style="list-style-type: none"> • Make predictions based on what has been read so far and give reasons. 	<ul style="list-style-type: none"> • Make predictions based on what has been read so far.
	<ul style="list-style-type: none"> • Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i> 	<ul style="list-style-type: none"> • Locate information from a non-fiction text using the contents page, index, labelled diagrams and charts. 	<ul style="list-style-type: none"> • Locate specific information in order to answer questions from a selection of non-fiction texts. Find information using the contents page, index, labelled diagrams/charts. 	<ul style="list-style-type: none"> • Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.

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Participation in Discussion	<ul style="list-style-type: none"> • Make contributions to discussions about texts in different group situations, <i>e.g. pairs, guided groups.</i> 	<ul style="list-style-type: none"> • Make thoughtful contributions to discussions about texts in different group situations, <i>e.g. pairs, guided groups, whole class.</i> 	<ul style="list-style-type: none"> • Make extended contributions to discussions about a range of text types. 	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say
	<ul style="list-style-type: none"> • In discussions about books, listen to contributions from others and give simple responses, <i>e.g. I agree because..., I disagree because...</i> 	<ul style="list-style-type: none"> • In discussing books, consider other points of view put forward by the teacher and/or peers 	<ul style="list-style-type: none"> • Join in with group discussions linked to reading, considering and responding to contributions from others. 	<ul style="list-style-type: none"> • Make contributions in whole class and group discussion. • Consider other points of view. • Listen and respond to contributions from others.

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr.	Mrs	parents	Christmas	– and/or others according to the programme used	