

Year 2 Language Skills Progression Grid

National Curriculum Statements

Develop pleasure in reading, motivation to read, vocabulary and understanding

NC1: 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 (V1, V2, E2, E4)

NC2: Discussing the sequence of events in books and how items of information are related (S1)

NC 3: Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (S2, V2, R4)

NC 4: Being introduced to non-fiction books that are structured in different ways (E1, E2, E3, R3, S1)

NC 5: Recognising simple recurring literary language in stories and poetry (V3)

NC 6: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary (V1, V2)

NC 7: Discussing their favourite words and phrases (V2)

NC 8: Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (S2)

Understand both the books they can already read accurately and fluently and those they listen to

NC 9: Drawing on what they already know or on background information and vocabulary provided by the teacher (V2, I2, I4)

NC 10: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (E1, E2, E3, E4)

NC 11: Checking that the text makes sense to them as they read and correcting inaccurate reading (R1/5)





NC 12: Making inferences on the basis of what is being said and done (I1, I2, I3, I4)



NC 13: Answering and asking questions (R1, R2, R3, R4, R5)

NC 14: Predicting what might happen on the basis of what has been read so far (P1/2)

NC 15: 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 (I3/ R5, E2, E3, E4)

NC 16: Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves (E1)

Reading Skill	VIPERS link	Question stems to use...
Vocabulary 	V1: Discussing and clarifying the meanings of words; link new meanings to known vocabulary V2: Discussing their favourite words and phrases V3: Recognise some recurring language in stories and poems	<ul style="list-style-type: none"> - Can you find a noun/adjective/verb that tells/shows you that...? - Why do you think that the author used the word... to describe...? - Which other word on this page means the same as...? - Find an adjective in the text which describes... - Which word do you think is most important in this section? Why? - Which word best describes...?
Inference 	I1: Make inferences about characters' feelings using what they say and do. I2: Infer basic points and begin, with support, to pick up on subtler references. I3: Answering and asking questions and modifying answers as the story progresses I4: Use pictures or words to make inferences	<ul style="list-style-type: none"> - What do you think.... means? - Why do you think that? - Why do you think...? - How do you think...? - When do you think...? - Where do you think...? - How has the author made us think that...?
Predict 	P1: Predicting what might happen on the basis of what has been read in terms of plot, character and language so far P2: Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	<ul style="list-style-type: none"> - What do you think.... means? - Why do you think that? - Why do you think...? – - How do you think...? - When do you think...? - Where do you think...? - How has the author made us think that...?
Explanation 	E1: Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves E2: Express my own views about a book or poem E3: Discuss some similarities between books E4: Listen to the opinion of others	<ul style="list-style-type: none"> - What is similar/different about two characters? - Explain why... did that.. - Is this as good as...? - Which is better and why? - Does the picture help us? How? - What would you do if you were...? - Would you like to live in this setting? Why? - Is there anything you would change about this story? - Do you agree with the author's...? Why?

<p>Retrieval</p> 	<p>R1: Independently read and answer simple questions about what they have just read. R2: Asking and answering retrieval questions R3: Draw on previously taught knowledge R4: Remember significant event and key information about the text that they have read R5: Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</p>	<ul style="list-style-type: none"> - Who is/are the main character(s)? - When/where is this story set? How do you know? - Which is your favourite/worst/funniest/ scariest part of the story? Why? - Tell me three facts you have learned from the text. - Find the part where... - What type of text is this? - What happened to ... in the end of the story?
<p>Sequence</p> 	<p>S1~: Discuss the sequence of events in books and how items of information are related. S2: Retell using a wider variety of story language. S3: Order events from the text. S4: Begin to discuss how events are linked focusing on the main content of the story.</p>	<ul style="list-style-type: none"> - What happens in the story's opening? - How/where does the story start? - What happened at the end of the...? • - What is the dilemma in this story? - How is it resolved? - Can you retell the story to me in 20 words or less? - Can you summarise in 3 sentences the beginning, middle and end of this story?

Suggested Activities:

- Relate spoken words to written words in context
- Encourage children to retell parts of the story from memory
- Transcribe the children's oral responses into written ones and model structures for answering question
- Always ask the children to explain their responses to questions – How do you know?
- Jump in – Encourage children to continue the story to the end of the punctuation in a known story
- Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed
- MYYT – Allow children to discuss in partners or read together
- Ask children to become Reading Detectives and search for clues within texts
- Model reading strategies – re-reading for clarity and understanding