

## Year 2 reading assessment

	Working towards expected standard	Working at the national standard	Working at greater depth
	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Regularly apply phonic knowledge and skills to decode unfamiliar words.</li> <li>• Know and decode alternative sounds for most graphemes.</li> <li>• Read two or more syllable words containing some common suffixes e.g.--sadness, happiness, lonely.</li> <li>• Read a growing range of familiar common exception words, e.g. because, both, most, would, many, Mr, Mrs.</li> <li>• Uses segmenting and blending to read unfamiliar words; then read automatically the words, which are known.</li> <li>• Read phonically-decodable books which include the GPCs which have been taught; regularly sound out new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills consistently to decode quickly and accurately.</li> <li>• Decode alternative sounds for graphemes.</li> <li>• Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</li> <li>• Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.</li> <li>• Read most words without overtly segmenting and blending, once they are familiar.</li> <li>• Read some phonically-decodable books with fluency, sound out unfamiliar words automatically</li> </ul>	<ul style="list-style-type: none"> <li>• Use phonic knowledge and skills to read automatically and with fluency.</li> <li>• Confidently and independently read words with common suffixes.</li> <li>• Automatically read a wide range of common exception words, including all the words in Appendix 1, YR 2.</li> <li>• Use segmenting and blending only occasionally, when required for new words.</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Enjoy some books and texts, sometimes choosing their own, and showing pleasure by talking about preferences.</li> <li>• Listen to and talk about some poems, either contemporary or classical (or both); read a few poems independently.</li> <li>• Listen to and talk about stories, both those read to him and some of those read independently; listen to what others say.</li> <li>• Show understanding of those books at the pupil's reading level; sometimes notice that the text doesn't make sense; attempt to self-correct.</li> <li>• Know some stories, including fairy tales and traditional tales; attempt to retell orally and through writing.</li> <li>• Attempt to retell, draw or write the sequence of events in stories, sometimes using prompts or support, and with variable success.</li> <li>• Infer character, and make predictions, on the basis of what is said and done e.g. infer that a character is angry when he shouts or stamps; predict that a character will have an accident when he runs on a slippery path.</li> <li>• Know that non-fiction texts are different from fiction; become familiar with using the photographs, text boxes, bullet points and other areas of the text to begin to find things out.</li> <li>• Talk about favourite words and phrases; attempt to find out the meaning of new words.</li> <li>• Identify rhyming words in poetry or rhyming stories.</li> <li>• In a group, learn to recite poems (or sections of poems) learnt by heart; attempt to recite a short, simple poem independently</li> </ul>	<ul style="list-style-type: none"> <li>• Fully engage with reading and take pleasure from books and texts.</li> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.</li> <li>• Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.</li> <li>• Show understanding of texts read independently; self-correct.</li> <li>• Know and retell a wide range of stories, fairy stories and traditional tales.</li> <li>• Discuss the sequence of events in books, and how items of information are related.</li> <li>• Make inferences on the basis of what is said and done; predict according to what has been read so far.</li> <li>• Discuss and express views about a range of non-fiction texts that are structured in different ways.</li> <li>• Discuss and clarify the meaning of new words; discuss favourite words and phrases.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> <li>• Recite a repertoire of poems learnt by heart, using appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Fully engage with reading various genres of text, including young paperbacks, sharing and explaining preferences.</li> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, including independent reading of some more challenging texts; able to explain viewpoint.</li> <li>• Listen to, discuss and express views about a wide range of stories, explaining viewpoint, raising questions and responding to what others say.</li> <li>• Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary.</li> <li>• Know and accurately retell a wide range of stories, both orally and in writing, adding sufficient detail.</li> <li>• Discuss sequence of events accurately, and how items are related.</li> <li>• Make insightful inferences and predictions on the basis of information given.</li> <li>• Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint.</li> <li>• Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing.</li> <li>• Recognise and discuss simple recurring literary language.</li> <li>• Recite by heart a repertoire of poems, both independently in groups, using appropriate intonation to interest the audience</li> </ul>