

Reading Assessment – Year 2

Autumn Term	Spring Term	Summer Term
<u>Word reading & decoding</u>	<u>Word reading & decoding</u>	<u>Word reading & decoding</u>
<ul style="list-style-type: none"> • Apply phonics knowledge and skills as the route to decode words • Blend sounds taught so far to read words (Set 1, 2 & 3 sounds) recognising some alternative sounds for graphemes • Read words containing the suffixes listed in Year 1 accurately (-s -es -ing -ed -est -er) • Read some common exception words for Year 2 • Read some words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately • Re-read these books to build up some fluency within their reading 	<ul style="list-style-type: none"> • Apply phonics knowledge and skills as the route to decode words and read some words by sight to build fluency in places • Blend sounds taught so far to read words (Set 1, 2 & 3 sounds) recognising alternative sounds for many graphemes • Read words containing many common suffixes including some beyond those listed in Year 1 (-ly -ful). • Read many/most common exception words for Year 2 and note some unusual correspondences between sounds and spellings and where these occur in the word • Read many words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and many automatically • Re-read these books to build mostly fluent and confident word reading. 	<ul style="list-style-type: none"> • Apply phonics knowledge and skills as the route to decode words and read many words by sight through automatic decoding so that reading is fluent • Blend sounds taught so far to read words (Set 1, 2 & 3 sounds) recognising alternative sounds for graphemes • Read words containing most common suffixes including many beyond those listed in Year 1 (-ly, -ful, -ness, -less, -ment etc.) • Read all common exception words for Year 2 and note unusual correspondences between sounds and spellings and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read these books to build fluency and confidence in word reading
<u>Comprehension</u>	<u>Comprehension</u>	<u>Comprehension</u>
<ul style="list-style-type: none"> • Listen to contemporary and classic poetry, stories and non-fiction at a level beyond their reading ability • Sequence simple elements of a story correctly and discuss this • Become familiar with some further stories, fairy stories and traditional tales • Explore some non-fiction texts that look different • Begin to recognise recurring literary language in stories and poetry such as “once upon a time” and rhyming words • Listen to the definitions of new word and begin to remember and apply these • Pick a favourite word or phrase and talk about this with prompting from an adult • Begin to recite a poem that has been learnt by heart • Understand some of the books they read/are read to by drawing on what they already know or on background information provided by a teacher • Correct mistakes in reading when prompted and supported by an adult • Begin to make inferences that show some awareness of what has been said and done from what has been read • Begin to participate in discussions about some books with prompting from an adult • Begin to explain their understanding of some books, poems and other material that they have read/been read to 	<ul style="list-style-type: none"> • Listen to contemporary and classic poetry, stories and non-fiction at a level beyond their reading ability and begin to discuss and express views about these • Sequence the events in a story with a good level of detail and begin to make links about how information is related • Become familiar with many further stories, fairy stories and traditional tales • Explore many non-fiction texts in which the information is displayed in different ways • Recognise many recurring literary language in stories and poetry such as “once upon a time” “they lived happily ever after” , rhyming words, rhythm and adjectives etc • Listen to definitions of new words and begin to link these to words already known • Pick a favourite word or phrase and talk about this • Recite many poems learnt by heart • Understand many books that they read/are read to by drawing on what they already know or on background information provided by a teacher • Check that what they read makes sense and pick/correct some errors in their reading • Make inferences that may sometimes be inappropriate for a wide range of texts including some of a level beyond their own reading ability • Participate in discussions about the books they have read/been read to and by listening to others and making contributions that are not always accurate/appropriate • Explain their understanding of many books, poems and other material that they have read/been read to 	<ul style="list-style-type: none"> • Listen to contemporary and classic poetry, stories and non-fiction at a level beyond their reading ability and discuss and express views about these clearly and appropriately • Discuss the sequence events in books and how items of information are related • Become familiar with a wide range and breadth of further stories, fairy stories and traditional tales • Confidently read a wide range of non-fiction texts independently where the information is structured in many different ways • Recognise a range of simple recurring literary language in stories and poetry • Discuss and clarify new word meanings and link these to words already known • Discuss their favourite words and phrases confidently • Recite many poems learnt by heart and use intonation to make the meaning clear • Understand many books that they read/are read to by drawing on what they already know or on background information provided by a teacher • Check that what they read makes sense and correct inaccurate reading independently • Make appropriate and accurate inferences on the basis of what is said and done for a range of texts including many that are of a level beyond their own reading ability • Participate in discussions about the books they have read/been read to and by listening to others and making accurate/appropriate contributions and taking turns • Confidently and accurately explain their understanding of a wide range of books, poems and other material that they have read/been read to