

St Paul's CE Primary School – Reading Assessment Sheet

Year Two			
	Working Towards	Expected	Greater Depth
Word Reading	<p>Usually reads aloud books consistent with phonic knowledge with increasing accuracy and fluency and can self-correct when whilst reading.</p> <p>Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words.</p>	<p>Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.</p> <p>Re-reads books to build up fluency and confidence.</p>	<p>Automatic decoding is established and a range of texts are read independently with consistent accuracy, fluency and confidence.</p>
Comprehension	<p>Reading is seen as a pleasurable activity</p> <p>Discusses the sequence of events in books and how items of information are related</p> <p>Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognises simple recurring literary language in stories and poetry</p> <p>Demonstrates understanding of both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far - talking about key characters and events <p>Recognises some of the features of non-fiction texts</p>	<p>Reading is seen as a pleasurable activity.</p> <p>Listens to, discusses and expresses 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.</p> <p>Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.</p> <p>Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts. <p>Demonstrates knowledge of non-fiction books that are structured in different ways.</p> <p>Confidently records and retrieves information from non-fiction using contents and indexes.</p> <p>- Recognising an increasing range of different forms of poetry.</p>	<p>Reading is seen as a pleasurable activity and interest is pursued in particular texts e.g. genre, author, topic.</p> <p>Recognises recurring literary language in stories and poetry and is beginning to relate these to author or genre.</p> <p>New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - making plausible inferences and predictions based on what has been read, offered and explained. - answering and asking questions <p>Demonstrates an understanding of more challenging age appropriate texts.</p>

Name: _____

Autumn Spring Summer