Reading Assessment Year 2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Names |  |  |  |  |  |  |  |
| **Working towards the expected standard** |  |  |  |  |  |  |  |
| The pupil can:   * Read accurately by blending the sounds in words that contain the common graphemes for all 40+phonemes |  |  |  |  |  |  |  |
| * Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences |  |  |  |  |  |  |  |
| * Read many common exception words |  |  |  |  |  |  |  |
| In a book closely matched to the GRCs as above, the pupil can   * Read aloud many words quickly and accurately without overt sounding and blending |  |  |  |  |  |  |  |
| * Sound out many unfamiliar words accurately |  |  |  |  |  |  |  |
| In discussion with the teacher the pupil can:   * Answer questions in discussions with the teacher and make simple inferences |  |  |  |  |  |  |  |
| **Working at the expected standard** |  |  |  |  |  |  |  |
| The pupil can:   * Read accurately most words of two or more syllables |  |  |  |  |  |  |  |
| * Read most words containing common suffixes eg -ment, -less, -ness, -ful and -ly. |  |  |  |  |  |  |  |
| * Read most common exception words |  |  |  |  |  |  |  |
| In age- appropriate books, the pupil can:   * Read words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (approx 90 words) |  |  |  |  |  |  |  |
| * Sound out most unfamiliar words accurately, without undue hesitation |  |  |  |  |  |  |  |
| In a book that they can already read fluently, the pupil can:   * Check it makes sense to them, correcting any inaccurate reading |  |  |  |  |  |  |  |
| * Answer questions and make some inferences |  |  |  |  |  |  |  |
| * Explain what has happened so far in what they have read |  |  |  |  |  |  |  |
| **Working at greater depth within the expected standard** |  |  |  |  |  |  |  |
| The pupil can, in a book they are reading independently   * Make inferences |  |  |  |  |  |  |  |
| * Make a plausible prediction about what might happen on the basis of what has been read so far |  |  |  |  |  |  |  |
| * Make links between the book they are reading and other books they have read |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| * Use punctuations and awareness of text to include expression |  |  |  |  |  |  |  |
| * Know about the differences between fiction and non-fiction texts, and layout of non-fiction texts |  |  |  |  |  |  |  |
| * discuss and clarify meaning of new words |  |  |  |  |  |  |  |