YEAR 2 READING ASSESSMENT

NAME: _____   CLASS: ____   JUDGEMENT:

	Aut	Spr	Sum

1	Entering	A child is just starting to work within that year group's objectives.
2	Within	A child has achieved a significant number of objectives within that year group. *(50%)*
3	Secure	A child has achieved the vast majority of objectives within that year group. *(90%)*

ASSESSMENT NEEDS TO BE ACROSS A RANGE OF TEXTS TO INCLUDE A BALANCE OF FICTION, NON-FICTION AND POETRY.

WORD READING: DECODING	WORD READING: TEXTS	COMPREHENSION: PERFORMANCE	COMPREHENSION: DISCUSSION	COMPREHENSION: UNDERSTANDING
Applies phonic knowledge and skills to decode words until reading is fluent and automatic.	Reads aloud age appropriate texts, accurately and automatically, drawing on phonic knowledge and skills to decode unfamiliar words.	Retells a range of familiar stories, fairy stories and traditional tales.	Actively discusses books, poems and other works, taking turns and listening to what others say.	Identifies and explains the sequence of events in texts.
				Identifies and understands how information is related and organised in texts.
Reads words accurately by blending, including those words which contain alternative sounds for graphemes.	Reads fluently and confidently, books that have been read more than once.	Recites from a repertoire of known poems, using appropriate intonation to support meaning.	Explains understanding of books, poems, and other material read independently, or listened to.	Identifies simple recurring literary language in stories and poetry.
				Identifies key aspects of fiction and non-fiction texts, such as characters, events and information.
Reads polysyllabic words accurately, including those which contain alternative sounds for graphemes.			Expresses views about a wide range of contemporary and classic poetry, stories and non-fiction that is listened to.	Explains key aspects of fiction and non-fiction texts, such as characters, events and information.
				Recognises some different ways of structuring non-fiction texts, e.g. use of subheadings, fact boxes, pictures.
Reads words with common suffixes.			Explores and clarifies the meaning of new words, to link meanings to new vocabulary.	Draws on own experience, and background information provided, to understand texts.
Reads further common exception words, and identifies the position of unusual GPCs.			Discusses favourite words and phrases.	Checks that the text makes sense whilst reading, drawing on knowledge of vocabulary to avoid inaccuracy, and understand the meaning of words in context.
Reads frequently encountered words, quickly and accurately.			Asks and answers questions.	Makes inferences, based on what is said and done.
				Predicts what might happen, based on what has been read so far.

We would expect children to demonstrate the majority of these objectives across a range of reading evidence. (Instead of red box statement at top??