

Year 2 Reading Assessment

Working towards the expected standard						
Word Reading						
The pupil can:						
apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency						
re-read books to build up fluency and confidence						
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 (GPCs)						
read many common exception words						
Comprehension						
The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. The pupil can:						
listen to and begin to discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently						
discuss the sequence of events in books and how some items of information are related						
demonstrate familiarity with and retell a wider range of stories, fairy stories and traditional tales						
understand some non-fiction books that are structured in different ways						
recognise some simple recurring literary language in stories and poetry						
discuss and clarify the meanings of words, linking these new words to known vocabulary						
discuss some of their favourite words and phrases						
share a repertoire of poems learnt by heart, appreciating these and reciting some and using some appropriate intonation to make the meaning clear						
The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:						
discuss books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say						
answer questions in discussion with the teacher and make simple inferences						
Working at the expected standard						
Word Reading						
The pupil can:						
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent						
re-read an increasing amount of books to build up fluency and confidence						
read accurately most words of two or more syllables						
read most words containing common suffixes						
read most common exception words						

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read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words							
sound out most unfamiliar words accurately, without undue hesitation							
Comprehension							
The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. The pupil can:							
listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently							
discuss the sequence of events in books and how many items of information are related							
demonstrate familiarity with and retell a wide range of stories, fairy stories and traditional tales							
understand many non-fiction books that are structured in different ways							
recognise simple recurring literary language in stories and poetry and draw upon these for their writing							
discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)							
discuss their favourite words and phrases using some of them in their writing							
continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear							
The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:							
show good understanding of books they have read and listened to drawing on what they already know, with back ground information and vocabulary provided by the teacher							
discuss many books, poems and other works that are read to them and those that they can read for themselves							
check the text makes sense to them and correct inaccurate reading							
make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)							
answer and ask questions							
make some predictions of what might happen on the basis of what has been read so far							
explain what has happened so far in what they have listened to or read							
Working higher than the expected standard							
Comprehension							
The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding. The pupil can:							
listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently							
discuss the sequence of events in many books and how items of information are related							
read and understand many fiction books which are structured in different ways							

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confidently retell a wide range of stories, fairy stories and traditional tales						
understand and discuss many non-fiction books that are structured in different ways						
recognise simple recurring literary language in stories and poetry and intentionally draw upon these for their writing						
discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)						
discuss their favourite words and phrases using many of them in their writing						
demonstrate a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear						
The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:						
show good understanding of books they have read and listened to drawing on what they already know, back ground information and vocabulary provided by the teacher and gleaned from independent reading						
initiate discussion of many books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say						
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						