

Reading assessment – Year 2

Word Reading	Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
	Read words containing common suffixes	
	Read most words quickly and accurately, without overt sounding and blending when they have been frequently encountered	
	Read over 90 words a minute	
	Read accurately words of two or more syllables that contain graphemes taught so far	
	Re-read books, sounding out unfamiliar words accurately to build up fluency and confidence in word reading	
	Read common exception words (see Appendix) noting unusual correspondences between spelling and sound and where these lie in the word.	
	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	
	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (ie, ie - chief, ore, au, ay, oy, a-e, ear - bear, are - care, ph, wh, un - prefix, words ending with y, e-e, i-I, o-e, u-e, ea - dream, ea - bread, ir, oe, ou)	
	Check what they have read makes sense to them	
Reading Comprehension	Answer and ask questions (In both books read independently and to the pupil)	1b
	Predict what might happen on the basis of what has happened so far (in both books read independently and to the pupil)	1e
	Take turns in discussions about books, poems and other works that are read to them or can be read independently	
	Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher	
	Discuss the sequence of events in books and how items of information are related	1c
	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	
	Recognise simple recurring literary language in stories and poetry	
	Discuss their favourite words and phrases	1a
	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing 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	
	Be introduced to non-fiction books that are structured in different ways	
	Check that the text makes sense to them as they read and correcting inaccurate reading	1a
	Make inferences on the basis of what is being said and done (In both books read independently and to the pupil)	1d
	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	
	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	1a