



Year 2 Reading Attainment and Progress Grid:

Reading Assessment Timetable:								
Autumn			Spring			Summer		
Sept	Baseline	T	February	RWINc grouping using Assessment 2	Reading Leader	May	RWINc grouping using Assessment 2	Reading Leader
September	RWINc grouping using Assessment 1	Reading Leader	February	Comprehension and Grammar Test 3	T	May	Comprehension and Grammar Test 5	T
October	Assessment Week	T	February	Assessment Week	T	May	Phonic Screening check practise	T / RL
October	Comprehension and Grammar Test 1	T	March	Phonic Screening Check practise	T /RL	May	Assessment Week	T
October	RWINc grouping using Assessment 1	Reading Leader	April	RWINc grouping using Assessment 2	Reading Leader	June	Phonic Screening Check	Reading Leader
November	Phonic Screening Check practise	T /RL	April	Comprehension and Grammar Test 4	T	June	RWINc grouping using Assessment 2	Reading Leader
December	RWINc grouping using Assessment 1	Reading Leader	April	Assessment week	T	June	Comprehension and Grammar Test 5	T
December	Comprehension and Grammar Test 2	T	April	PIRA test	T	June	Assessment Week	T
December	Assessment Week	T				June	PIRA test	T
December	PIRA test	T						



	Autumn (Developing)	Spring (Expected)	Summer (Embedded)
Decoding			
Phonics level – according to RWInc book colour	Read books with 250 words	<p>Literacy and Language</p> <p>Reads Set 1,2,3 sounds and ck, ue, ie, e-e, kn, wh speedily</p> <p>Recognises and effortlessly decodes alternative sounds for graphemes.</p>	<p>Literacy and Language</p> <p>Reads Set 1,2,3 sounds and ck, ue, ie, e-e, kn, wh speedily</p> <p>Sound out unfamiliar words accurately, automatically and without undue hesitation.</p>
	<p>Yellow book</p> <ul style="list-style-type: none"> Set 1 and 2 sounds speedily Review Set 3 sounds Can read alien words harn, blirf, gorm, doup, scoy, stull, clisk, yair using Fredtalk Can read tree, light, slow, feet, start, fair, party, away, yellow, this speedily 		
	<p>Blue books</p> <ul style="list-style-type: none"> Set 1,2 and a-e, ea, i-e, o-e, u-e, oi, speedily Read alien words blafe, shorp, spime, shule, smean, glope using Fredtalk Can read 60-70 words a minute Read with intonation to show comprehension 		
	<p>Grey book</p> <ul style="list-style-type: none"> Set 1,2,3 sounds speedily Can read alien words flike, snewn, plaw, flear, prule, brewp, birtle Can read 70-80 words per minute Read with intonation to show comprehension 		
Phonics application	Responds speedily with the correct sound to graphemes for Set 1, 2 and Set 3 sounds including Set 3 alternative sounds.		

	Recognises and reads at least 55 red words explaining unusual correspondence between spelling and sound and where these occur in the word.		Recognises and reads 70 red words explaining unusual correspondence between spelling and sound and where these occur in the words.		Recognises and reads all Year 1 / 2 red words, explaining unusual correspondence between spelling and sound and where these occur in the words.
	Read words containing taught GPCs and comparatives '-er, '-est.		Read words containing taught GPCs and suffixes ful, ness, ing, er, est.		Recognises and effortlessly decodes words of two or more syllables and words with common suffixes – ful, ness, ment, ly, ing, er, est.
	Read words with contractions.		Starting to decode unknown words of 2 syllables or more.		Decodes effortlessly unknown words of 2 syllables or more.
	Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies.		Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words to decode appropriate texts accurately.		Applies phonic knowledge and skills consistently to consistently decode age appropriate texts quickly and accurately.

Comprehension

Reading Domains 1a: Draw on knowledge of vocabulary to understand texts (LSP)

Reading Domains 1b: Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (Comp)

Reading Domains 1c: Identify and explain the sequence of events in texts (Comp)

Reading Domains 1d: Make inferences from the text (inference)

Reading Domains 1e: Predict what might happen on the basis of what has happened before (inference)

	Autumn	Spring	Summer
Comprehension and Understanding Reading Domains b,c	Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies	Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.	Constructs meaning whilst reading, self-correcting where the sense of text is lost.
	Reads a range of texts with pleasure and can tell others why.	Reads a range of texts with pleasure and can share favourite words and phrases from books of their own choosing.	Reading is seen as a pleasurable activity and interest is pursued in particular texts eg. Genre, author, topic.
	Recognises sequence of events in simple texts.	Recognises sequences of events in texts.	Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.
	Demonstrate increasing familiarity and can retell a range of stories, fairy stories and traditional tales.	Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.	Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales with detail and intonation.
	Recognises some of the features of non-fiction texts.	Can identify and is beginning to use indexes and contents page in non-fiction texts. Recognises that non-fiction books can be structured in different ways.	Can use indexes and contents page in non-fiction texts. Recognises that non-fiction books can be structured in different ways.

Retrieval	With support, can retrieve answers to specific questions in a text (fiction and non-fiction) and give an answer orally or written.		Can retrieve answers to specific questions in a text (fiction and non-fiction), show where the answer has been found and give the answer orally and written.		Can retrieve answers to specific questions in a text (fiction and non-fiction), show where the answer has been found and give the answer orally and written. Retrieve answers from a text and give longer answers.	
Inference Reading Domains d, e	Make simple predictions on what might happen from what they have read so far.		Make simple predictions on what might happen from what they have read so far.		Make simple predictions on what has been read so far,	
	Can say how a character might be feeling and why.		Can answer questions appropriately based on inference of what is said and done.		Makes inferences on what has been read.	
Language, Structure and Presentation Reading Domain a	Recognises simple recurring literary language, and uses it when discussing or retelling stories and joining in with poetry.		Recognises simple recurring language in stories and poetry, and uses it when discussing or retelling stories or joining in with poetry.		Recognises recurring literary language in stories and poetry and is beginning to relate these to author or genre.	
	Show understanding of the meaning of words through discussion, and makes links to those already known.		Clarifies the meaning of new words through discussion.		Clarifies the meaning of new words, through discussion and by making links to known vocabulary.	
	Has learned simple poems by heart and can recite them with others.		Continues to build up a repertoire of poems, learnt by heart, and reciting some with appropriate intonation to help make the meaning clear.		Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear.	
Expected: Children can blend the sounds in words that contain the common graphemes of 40+ sounds. They can read many words quickly and accurately without overt sounding out, thus being able to read with consistent accuracy, fluency and confidence. Children will read approximately 90 words per minute to show they are developing fluency. They are able to check their reading makes sense to them as they read, correcting any inaccurate reading. They have become familiar with a wide range of reading genres and can identify fiction and non-fiction books and describe their differences, and give explanations of how and why texts are structured according to their purpose. They offer plausible predictions and inferences, based on what has been read. They are able to discuss a range of books discussed during Year 2. They can skim an age appropriate text in order to find an answer to a question, and show where the answer has been found.				Greater Depth: Children working at greater depth will demonstrate expected skills fluently, and also be able to make more detailed inferences and predictions about what they have read, using more detail and evidence from the text. They will make pertinent links between the book they are reading and also other books they have read. They will have read and will be able to discuss in detail a wider range of texts, developing vocabulary and comprehension, and retrieve longer and more complex answers.		

Glossary

GPC – Grapheme, phoneme correspondence

Red words – words that cannot be ‘fredtalked’ – common exception words such as ‘said’, ‘because’

Fred Talk – sound out and blend to read words.