



Y2 Reading Assessment Grids				
NC	Specific area	No.	To be working at the expected standard, children need to be able to:	
Word Reading	Phonics / Blending	1	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent – sound out many unfamiliar words accurately (WTS TAF)	
		2	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes, especially recognising alternative sounds for graphemes (WTS TAF)	
		3	Accurately read most* words of two or more syllables that contain the same grapheme (some WTS TAF, most ARE TAF)	
	Prefixes / suffixes / root words / contractions	CEW	4	Read words containing common suffixes (ARE TAF) e.g. er, est, ment, ness and tion
			5	Read further* common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (*many – WTS, most – ARE TAF)
	Fluency		6	Read most* words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. (*many – WTS, most – ARE TAF)
			7	Read aloud books (closely matched to their improving phonic knowledge), sounding out most unfamiliar words accurately, automatically and without undue hesitation (ARE TAF)
			8	Check that the text makes sense to them as they read and to correct inaccurate reading (ARE TAF)
			9	Re-read books to build up fluency and confidence in word reading
			10	Knows the function of full stops, ! and ? and when reading takes account of these
			11	Listen to, discuss and express 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
	Range of texts		12	Explain and discuss their understanding of books, poems and other material both those that they listen to and those that they read for themselves (GDS TAF)
			13	Can distinguish between fiction and non-fiction
			14	Becoming increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
	Familiarity with texts		15	Recognise simple recurring literary language in stories and poetry
			16	To be introduced to non-fiction books that are structured in different ways
			17	Becoming increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
			18	Is beginning to use contents and index page to locate information in non-fiction texts
Comprehension	Vocab 1a	19	To discuss their favourite words and phrases	
		20	To discuss and clarify the meanings of words, linking new meanings to known vocabulary	
	Retrieval 1b	18	Can locate specific information on a given page to a direct question (e.g. key events characters' names or key information on a non-fiction page).	
	Sequencing 1c	19	Discussing the sequence of events in books and how items of information are related	
		20	Can explain what has happened so far in what they have read (ARE TAF)	
	Inference 1d	21	Make inferences on the basis of what is being said and done – make simple inferences (GDS TAF)	
		22	Ask and answer questions about a text and make simple inferences (ARE TAF)	
23		To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher		
Prediction 1e	23	Make plausible predictions about what might happen on the basis of what has been read so far (GDS TAF)		
Poetry and performance	24	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.		