Reading Assessment Checklist

Year 2

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Working towards the expected standard									
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									
*In a book closely matched to the GPCs as above, the pupil can:									
*Read aloud many words quickly and accurately without overt sounding and blending									
*Sound out many unfamiliar words accurately									
*In discussion with the teacher, the pupil can:									
*Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them									
Working at expected standard									
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes									
*Read accurately most words of two or more syllables									
Read most words containing common suffixes									
Read most common exception words									
*In age-appropriate books, the pupil can:									
*Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute									
*Sound out most unfamiliar words accurately, without undue hesitation									
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									
Discuss the sequence of events in books and how items of information are related									
Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales									
Read non-fiction books that are structured in different ways									
Recognise simple recurring literary language in stories and poetry									
Discuss and clarify the meanings of words, linking new meanings to known vocabulary									
Discuss their favourite words and phrases									
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 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									
*In a familiar book that they can already read accurately and fluently, the pupil can:									
*Check it makes sense to them									
*Answer questions and make some inferences on the basis of what is being said and done									

Working at Greater Depth									
*The pupil can, in a book they are reading independently:									
*Make inferences on the basis of what is said and done									
*Predict 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									

* Interim Assessment Framework