
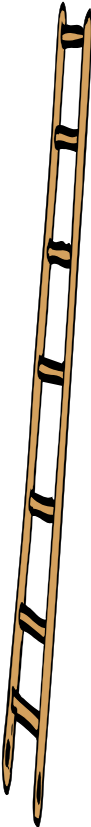




# Reading Assessment - Band 2 Name/s \_\_\_\_\_

	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
<b>Band 2</b> 	<ul style="list-style-type: none"><li>• I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• I can read accurately words of two or more syllables that contain the same graphemes as above</li><li>• I can read words containing common suffixes</li><li>• I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li><li>• I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• I can reread these books to build up their fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>• I can develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none"><li>* 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</li><li>* discussing the sequence of events in books and how items of information are related</li><li>* becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>* being introduced to non-fiction books that are structured in different ways</li><li>* recognising simple recurring literary language in stories and poetry</li><li>* discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>* discussing their favourite words and phrases</li><li>* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul></li><li>• I can understand both the books that I can already read accurately and fluently and those that I listen to by:<ul style="list-style-type: none"><li>* drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>* checking that the text makes sense to them as they read, and correcting inaccurate reading</li><li>* making inferences on the basis of what is being said and done</li><li>* answering and asking questions</li><li>* predicting what might happen on the basis of what has been read so far</li></ul></li><li>• I can participate in discussion about books, poems and other works that are read to me and those that I can read to myself, taking turns and listening to what others say.</li><li>• I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.</li></ul>	<ul style="list-style-type: none"><li>• I can listen and respond appropriately to adults and my peers</li><li>• I can ask relevant questions to extend my understanding and knowledge</li><li>• I can use relevant strategies to build their vocabulary</li><li>• I can articulate and justify answers, arguments and opinions</li><li>• I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• I can speak audibly and fluently with an increasing command of Standard English</li><li>• I can participate in discussions, presentations, performances, roleplay/improvisations and debates</li><li>• I can gain, maintain and monitor the interest of the listener(s)</li><li>• I can consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• I can select and use appropriate registers for effective communication</li></ul>