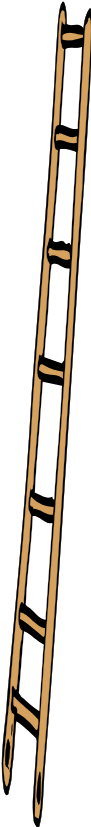




Reading Assessment - Year 2 Name/s _____

	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
Year 2 	• 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 • I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • I can read accurately words of two or more syllables that contain the same graphemes as above • I can read words containing common suffixes • I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word • I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • I can reread these books to build up their fluency and confidence in word reading.	• I can 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 * discussing the sequence of events in books and how items of information are related * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * being introduced to non-fiction books that are structured in different ways * recognising simple recurring literary language in stories and poetry * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their favourite words and phrases * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • I can understand both the books that I can already read accurately and fluently and those that I listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read, and correcting inaccurate reading * making inferences on the basis of what is being said and done * answering and asking questions * predicting what might happen on the basis of what has been read so far • 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. • 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.	• I can listen and respond appropriately to adults and my peers • I can ask relevant questions to extend my understanding and knowledge • I can use relevant strategies to build their vocabulary • I can articulate and justify answers, arguments and opinions • I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • I can speak audibly and fluently with an increasing command of Standard English • I can participate in discussions, presentations, performances, roleplay/improvisations and debates • I can gain, maintain and monitor the interest of the listener(s) • I can consider and evaluate different viewpoints, attending to and building on the contributions of others • I can select and use appropriate registers for effective communication