



St. Francis C.E.P. School – Reading Assessment Framework – Year 2

Y2	Word Reading	Comprehension
WTS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regularly apply phonic knowledge and skills to decode unfamiliar words. <input type="checkbox"/> Know and decode alternative sounds for most graphemes. <input type="checkbox"/> Read two or more syllable words containing some common suffixes e.g. – sadness, happiness, lonely. <input type="checkbox"/> Read a growing range of familiar common exception words, e.g. because, both, most, would, many, Mr, Mrs. <input type="checkbox"/> Use segmenting and blending to read unfamiliar words; then read automatically the words which are known. <input type="checkbox"/> Read phonically-decodable books which include the GPCs which have been taught; regularly sound out new words. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enjoy some books and texts, sometimes choosing their own, and showing pleasure by talking about preferences. <input type="checkbox"/> Listen to and talk about some poems, either contemporary or classical (or both); read a few poems independently. <input type="checkbox"/> Listen to and talk about stories, both those read to him and some of those read independently; listen to what others say. <input type="checkbox"/> Show understanding of those books at the pupil's reading level; sometimes notice that the text doesn't make sense; attempt to self-correct. <input type="checkbox"/> Know some stories, including fairy tales and traditional tales; attempt to retell orally and through writing. <input type="checkbox"/> Attempt to retell, draw or write the sequence of events in stories, sometimes using prompts or support, and with variable success. <input type="checkbox"/> Infer character, and make predictions, on the basis of what is said and done e.g. infer that a character is angry when he shouts or stamps; predict that a character will have an accident when he runs on a slippery path. <input type="checkbox"/> Know that non-fiction texts are different from fiction; become familiar with using the photographs, text boxes, bullet points and other areas of the text to begin to find things out. <input type="checkbox"/> Talk about favourite words and phrases; attempt to find out the meaning of new words. <input type="checkbox"/> Identify rhyming words in poetry or rhyming stories. <input type="checkbox"/> In a group, learn to recite poems (or sections of poems) learnt by heart; attempt to recite a short, simple poem independently.
EXP	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply phonic knowledge and skills consistently to decode quickly and accurately. <input type="checkbox"/> Decode alternative sounds for graphemes. <input type="checkbox"/> Read words containing common suffixes such as: -ment, -less, -ness, -ful and – ly. <input type="checkbox"/> Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. <input type="checkbox"/> Read most words without overtly segmenting and blending, once they are familiar. <input type="checkbox"/> Read some phonically-decodable books with fluency, sound out unfamiliar words automatically. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with reading and take pleasure from books and texts. <input type="checkbox"/> Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. <input type="checkbox"/> Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. <input type="checkbox"/> Show understanding of texts read independently; self-correct. <input type="checkbox"/> Know and retell a wide range of stories, fairy stories and traditional tales. <input type="checkbox"/> Discuss the sequence of events in books, and how items of information are related. <input type="checkbox"/> Make inferences on the basis of what is said and done; predict according to what has been read so far. <input type="checkbox"/> Discuss and express views about a range of non-fiction texts which are structured in different ways. <input type="checkbox"/> Discuss and clarify the meaning of new words; discuss favourite words and phrases. <input type="checkbox"/> Recognise simple recurring literary language in stories and poetry. <input type="checkbox"/> Recite a repertoire of poems learnt by heart, using appropriate intonation.
GDS	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use phonic knowledge and skills to read automatically and with fluency. <input type="checkbox"/> Confidently and independently read words with common suffixes. <input type="checkbox"/> Automatically read a wide range of common exception words, including all the words in Appendix 1, YR 2. <input type="checkbox"/> Use segmenting and blending only occasionally, when required for new words. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with reading various genres of text, including young paperbacks, sharing and explaining preferences. <input type="checkbox"/> Listen to, discuss and express views about a wide range of contemporary and classic poetry, including independent reading of some more challenging texts; able to explain viewpoint. <input type="checkbox"/> Listen to, discuss and express views about a wide range of stories, explaining viewpoint, raising questions and responding to what others say. <input type="checkbox"/> Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary. <input type="checkbox"/> Know and accurately retell a wide range of stories, both orally and in writing, adding sufficient detail. <input type="checkbox"/> Discuss sequence of events accurately, and how items are related. <input type="checkbox"/> Make insightful inferences and predictions on the basis of information given. <input type="checkbox"/> Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint. <input type="checkbox"/> Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing. <input type="checkbox"/> Recognise and discuss simple recurring literary language. <input type="checkbox"/> Recite by heart a repertoire of poems, both independently in groups, using appropriate intonation to interest the audience.