

# Reading Year 2 Framework

Name:



<b>Autumn</b>	
<b>Word Reading</b>	I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. I can read words with more than one syllable and some two syllable words.
	I can confidently and accurately blend sounds where appropriate, in unfamiliar words and/or texts. (I am in at least blue RWI group).
	I can confidently and accurately read the full range of common exception words for YR 1 and I am beginning to read some of the YR 2 common exception words (NC Spelling appendix 1 and 2).
	I can read most words with common suffixes.
	I can read words with contractions.
<b>Comprehension</b>	I securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support. I am beginning to discuss and express views around a range of contemporary and classic poetry.
	I discuss and clarify the meaning of unfamiliar words with others.
	I can answer questions about a familiar book that is read to me and I am beginning to do this for books that I have read myself.
	I can make inferences with confidence, on the basis of what is said and done e.g. <b>know that the princess is miserable because she has lost her ring and it was the queen's most precious possession.</b>
	I can make credible predictions on the basis of what has been read to me so far e.g. <b>the boy will be in trouble for stealing the buns.</b>

## End of KS1 Expectations Assessment - Reading

Name:	
<b>Working Towards the Expected Standard- pupil can after a discussion with the teacher.</b>	<b>Dates Completed</b>
1. Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	
2. Read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs).	
3. Read many common exception words.	
4. In a book closely matched to the GPCs as above, the pupil can: <ul style="list-style-type: none"> <li>• Read aloud many words quickly and accurately without overt sounding and blending.</li> </ul>	
5. <ul style="list-style-type: none"> <li>• Sound out many unfamiliar words accurately.</li> </ul>	
6. In a familiar book that is read to them, the pupil can: <ul style="list-style-type: none"> <li>• Answer questions in discussion with the teacher and make simple inferences.</li> </ul>	
<b>Working at the Expected Standard - pupil can after a discussion with the teacher.</b>	
1. Read accurately most words of two or more syllables.	
2. Read most words containing common suffixes.	
3. Read most common exception words.	
4. In age-appropriate1 books, the pupil can: <ul style="list-style-type: none"> <li>• Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</li> <li>• Sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	
5. In a book that they can already read fluently, the pupil can: <ul style="list-style-type: none"> <li>• Check it makes sense to them, correcting any inaccurate reading.</li> </ul>	
Answer questions and make some inferences.	
Explain what has happened so far in what they have read.	

<b>Working at the Greater Depth Standard - pupil can after a discussion with the teacher.</b>	
1. Make inferences.	
2. Make a plausible prediction about what might happen on the basis of what has been read so far.	
3. Make links between the book they are reading and other books they have read.	