

Assessment Criteria

Reading Stage 2

Name:		Class:	Year:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Start score:	Target Score:	End Score:							
Word Reading									
1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent									
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes									
3. Read accurately words of two or more syllables that contain the same graphemes as above									
4. Read words containing common suffixes									
5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word									
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered									
7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation									
8. Re-read these books to build up their fluency and confidence in word reading									
Comprehension									
<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>									
9. 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									
10. Discussing the sequence of events in books and how items of information are related									
11. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales									
12. Being introduced to non-fiction books that are structured in different ways									
13. Recognising simple recurring literary language in stories and poetry									
14. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases									
15. 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>Understand both the books they can already read accurately and fluently and those they listen to by:</i>									
16. Drawing on what they already know or on background information and vocabulary provided by the teacher									
17. Checking that the text makes sense to them as they read and correcting inaccurate reading									
18. Making inferences on the basis of what is being said and done									
19. Answering and asking questions									
20. Predicting what might happen on the basis of what has been read so far									
21. Participate in discussion about 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									
22. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.									
4-6: St 2 emerging	7-12 St 2 developing	13-18 St 2 securing	19-22 St 3 ready						