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| **Year 2 Reading – Working at the expected standard** | |
| **Name:** | |
| **Decoding** | 1. apply phonic knowledge and skills as the main tool to decode unwords |
| 1. can automatic decoding has become embedded and reading is fluent |
| 1. read accurately by blending the sounds in words that contain the graphemes taught, and can competently recognise alternative sounds for known graphemes |
| 1. read accurately words of two or more syllables that contain the same graphemes as above |
| 1. read words containing common suffixes ing, es, ed, ment, less, er, est, y, ness, ful |
| 1. can competently read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word |
| 1. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered |
| can competent read and answer questions in **GOLD LEVEL** |
| **Comprehension and pleasure within books read to them** | 1. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently |
| 1. discuss the sequence of events in books and how items of information are related |
| **Independent Comprehension** | 1. check that the text makes sense to them as they read and correcting inaccurate reading |
| 1. make inferences on the basis of what is being said and done |
| 1. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read and understand for themselves |

When a child is working at an age expected level they are able to answer questions that thinking skill 2 or 3. This means that they are able to answer questions where:

* the information isn’t always clearly located by question wording and may not be limited to a short section of the text
* questions will be more than just simple retrieval
* some complex word meanings or subject specific technical language may be required
* the question is expecting the children to infer the meaning of the text (meaning not obvious) e.g. How a character is behaving and why? What has happened?
* multiple choice questions require greater amount to be read, understood, inferred and located in order to answer the question correctly