

Reading Assessment – Blue

Decoding	Personal Responses to text	Retrieval and literal understanding of text	Inference	Writer's intentions and language choices	Structure and presentational features
<p><u>Apply phonic knowledge to decode unfamiliar words without undue hesitation (see attached phonics tracker for further guidance)</u></p> <p><u>Accurately blends sounds in words that contain taught graphemes, recognising alternative sounds for graphemes.</u></p> <p><u>Accurately reads words containing two or more syllables that contain taught graphemes.</u></p> <p>Identifies syllable boundaries in longer words.</p> <p><u>Reads words containing the suffixes: er, est, ly, less, ness where they know the root word.</u></p> <p><u>Reads all Year 2 common exception words accurately.</u></p> <p>Reads 100% of the common exception words.</p> <p><u>Reads aloud decodable books with fluency. (cream and above)</u></p> <p><u>Reads most words that are frequently encountered quickly and without overt blending (90 words per min/accuracy)</u></p> <p>Checks that the word they decoded makes sense within the sentence.</p> <p>Reads aloud showing awareness of punctuation (e.g. full stops, exclamation marks, question marks)</p>	<p><u>Discussed stories, poems, plays and non-fiction (information books) that are read to them.</u></p> <p>Discusses favourite words and phrases.</p> <p><u>Takes turns in discussions, listening to the opinions of others.</u></p> <p><u>Expresses their views about texts that they've read.</u></p> <p>Expresses simple views on both contemporary and classic poetry (e.g. a rhyming poem such as The Owl and the Pussycat' or a list poem such as Michael Rosen's 'These are the hands').</p> <p>Shares preferences about texts making references to favourite characters or plots (e.g. I like that story the best because the character is really funny).</p> <p><u>Chooses their own books to read and explains their choices</u></p>	<p><u>Retells a wider range of stories, fairy-tales and traditional stories in their own words.</u></p> <p><u>Recites well-known rhymes or poems by heart attempting to use appropriate intonation (a.g. The Owl and the Pussycat').</u></p> <p><u>Checks that a text makes sense as they read, correcting any inaccurate reading.</u></p> <p><u>Retrieves information accurately from fiction texts.</u></p> <p><u>Accurately identifies the sequence of events in a story and discusses events in some detail.</u></p> <p>Has a literal understanding of whole texts that they read.</p> <p><u>Uses what they already know from wider reading and their own experiences to support their understanding of a text.</u></p> <p>Makes links between books they have read.</p> <p><u>Locates facts in non-fiction texts (e.g. can recall a number of facts about polar bears).</u></p>	<p><u>Makes and explains simple inferences about what is being said and done with evidence. (e.g. he was upset because it say's tears ran down his face and his friend had been unkind to him).</u></p> <p><u>Asks and answers simple questions about texts.</u></p> <p><u>Makes relevant predictions based on the story so far and their knowledge of plot from wider reading.</u></p> <p>Uses role play and drama to explore characters personalities, motives and actions</p>	<p><u>Recognises simple recurring literary language in stories and poems.</u></p> <p><u>Discusses and explains the meaning of new words. Links the meaning of new words to known vocabulary e.g. can identify a range of synonyms for said, walk, nice).</u></p> <p>Uses new vocabulary from texts in appropriate contexts.</p> <p><u>Begins to comment on the effectiveness of language choices (e.g. the words shiny and beautiful make the present seem special).</u></p> <div style="border: 2px solid #0056b3; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Termly Assessment</p> <p style="text-align: center;">To highlight a statement evidence must be seen on several occasions. To assess the stage at which the child is performing, count up highlighted statements and indicate in the correct box.</p> </div>	<p>Identifies simple organisational features in narrative (e.g. time indicators, chapters).</p> <p>Identifies simple plots in narrative (opening, build up, climax, resolution, ending).</p> <p><u>Shows an awareness that non-fiction texts can be organised in different ways (e.g. this one uses headings to make it clear but the other one doesn't).</u></p> <p>Identifies simple organisational features on non-fiction (including diagrams, captions, headings, subheadings, contents, index, glossary)</p>

Emerging: 2E
2E: 5 - 9 statements

2E+: 10 - 19 statements

Developing: 2D
2D: 20-26 statements

2D+: 27 - 29 statements

Secure: 2S
30 - 36 statements including all NN's

Mastery: 2S+
37 - 39 statements embedded and applied in a range of