Reading Assessment Grid – Year 2

Context/Name/Date												
Book Band Progression												
Turquoise												
Purple												
Gold												
White												
Lime												
Word Reading & Phonic Knowledge												
Read accurately by blending the sounds in words that contain the common GPCs for **all** 40+ phonemes	**1 WTS TAF**											
Read accurately some words of 2 or more syllables that contain the same GPCs.	**2 WTS TAF**											
Read **many** common exception words (highlight below): *The a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our door gold plant clothes floor hold path busy poor told bath people because every hour water find great move again kind break prove half mind steak improve money behind pretty sure child beautiful sugar Mr Mrs children after eye parents wild fast could should would Christmas climb last everybody most past even only father who both class whole old grass any cold pass many*	**3 WTS TAF**											
In a book closely matched to the GPCs above, sound out **many** unfamiliar words accurately.	**4 WTS TAF**											
Read accurately **most** words of 2 or more syllables	**5 EXS TAF**											
Read **most** words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)	**6 EXS TAF**											
Read **most** common exception words (highlight below): *The a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our door gold plant clothes floor hold path busy poor told bath people because every hour water find great move again kind break prove half mind steak improve money behind pretty sure child beautiful sugar Mr Mrs children after eye parents wild fast could should would Christmas climb last everybody most past even only father who both class whole old grass any cold pass many*	**7 EXS TAF**											
Sound out **most** unfamiliar words accurately without undue hesitation	**8 EXS TAF**											
Fluency, Pace and Expression												
In a book closely matched to the GPCs above, read aloud **many** words quickly and accurately without overt sounding and blending.	**9 WTS TAF**											
In age appropriate books, read **most** words accurately without overt blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words.	**10 EXS TAF**											
Reads with good expression and natural language for most of the text. Reader varies their enthusiasm and volume to match the text.	**11**											
Reads with generally good phrasing; follows the sentence structure punctuation and other clues in the text.	**12**											
Reads in a smooth, accurate style. Any pauses are quickly resolved or self-corrected.	**13**											

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Reads consistently at an appropriate rate and conversational pace.	14											
Content Domain 1A: ability to draw on knowledge of vocabulary to understand texts												
Explain which words a writer has used to describe a character, setting or mood.	15											
Talk about a range of texts and give my opinion about what I have read.	16											
Identify story-telling language	17											
Identify and comment on vocabulary in stories and poems e.g. alliteration, repetition.	18											
Self-correct, looking forwards and backwards in the text to secure meaning.	19											
In a book they can already read fluently check that it makes sense, correcting any inaccurate reading	20 EXS TAF											
Discuss and clarify the meaning of words, linking new meanings to known vocabulary	21											
Content Domain 1B: ability to identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information												
Explain the main differences between fiction and non-fiction and describe how each text-type is organised.	22											
Find information using non-fiction texts explaining how the organisation helps me.	23											
Compare and contrast different information books, saying what is the same and what is different.	24											
Compare stories, noting similarities and differences, and identify common themes e.g., the repetition of three in traditional tales.	25											
Recognise that some texts will contain specific words or phrases.	26											
Find specific information in simple texts and record answers.	27											
In a book they are reading independently, make links between the book they are reading and other books they have read e.g. noting similarities/differences and explaining the plot, characters and setting.	28 GDS TAF											
Content Domain 1C: ability to identify and explain the sequence of events in texts												
Retell stories, such as traditional tales, giving the main points clearly in sequence with appropriate detail.	29											
Use numbers to sequence a series of events within a text.	30											
In a familiar book that they can already read fluently, explain what has happened so far in what they have read.	31 EXS TAF											
Content Domain 1D: ability to make inferences from the text												
I have begun to think about messages that may be hidden in the story.	32											
I can interpret the characters' actions and say what it tells the reader about them.	33											
In a familiar book that is read to them, ask and answer questions in discussion with the teacher and make simple inferences.	34 WTS TAF											
In a familiar book that they can already read fluently, answer questions and make some inferences	35 EXS TAF											
In a book that they are reading independently, make inferences e.g. make deductions about feelings or reasons for actions by answering, "Why do you think…?", "How do you know…?", and 'Can you explain why..?' questions.	36 GDS TAF											
Content Domain 1E: ability to predict what might happen on the basis of what has been read so far												
Explain what has happened and discuss possible predictions with an adult.	37											
Make a prediction about what is likely to happen next.	38											
In a book that they are reading independently, make a plausible prediction about what might happen on the basis of what has been read so far.	39 GDS TAF											
Score												
Stage judgement												

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