



Name		Class of	
Reading: Year 2			
Statements	9-15	16-24	25-30
Attainment	Year 2 Emerging	Year 2 Developing	Year 2 Secure

Reading assessment: 30 statements 5 KPIs

1	Can use phonic strategies when reading unknown words; however, may need support when reading long vowel phonemes that have several representations (e.g. <i>ai, a_e</i>) or graphemes that have more than one sound (e.g. <i>bread, read, beach</i>).	
2	<u>Knows the function of full stops when reading and shows this in their reading aloud and expression.</u>	
3	Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms because of its unfamiliarity but children have got the general gist of the story as a whole).	
4	Can use the front cover, book title as well as illustrations and words inside to make reading choices. (oral responses to why they have chosen the book)	
5	Can locate specific information on a given page in response to a direct question.	
6	Can relate stories/texts to their own experiences, including story settings and incidents.	
7	Can comment on obvious characteristics and actions of characters in stories.	
8	Is beginning to distinguish between fiction and non-fiction. (Can list 3 features of each text)	
9	Can use a range of phonics strategies to read unknown regular words, including various grapheme choices.	
10	Can identify when reading does not make sense and self-corrects in order for the text to make sense.	
11	Can read aloud, taking into account ? !	
12	Can locate some specific information (e.g. <i>key events, characters' names etc. or key information on a non-fiction page</i>).	
13	Can make predictions about a text using a range of clues (e.g. <i>experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb</i>).	
14	<u>Can compare similarities and differences between texts/books in terms of characters, settings and themes.</u>	
15	Can provide simple explanations about events or information (e.g. <i>why a character acted in a particular way</i>).	
16	Is beginning to talk about the features of certain non-fiction texts (e.g. <i>non-chronological report, information poster, letter</i>).	
17	Is beginning to use contents and index pages to locate information in non-fiction texts.	
18	Can read all of the high-frequency words, up to and including the Y1–2 high-frequency word list (fluent reading of frequently encountered words without 'sounding and blending').	
19	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. <i>un-im-por-tant</i>).	

20	Can read words with contractions (e.g. <i>I'm, I'll, we'll</i>) and understand that the apostrophe represents the omitted letter(s).	
21	Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! , " ").	
22	Can explain the meaning of interesting words in context (appropriate level of book) (e.g. <i>despair, marvel</i> , including words with common prefixes and suffixes e.g. <i>undecided, forgetful</i>).	
23	Can summarize a story, giving the main points clearly in sequence.	
24	<u>Having read a text (level appropriate), can find the answers to questions, both written and oral.</u>	
25	Can talk about how different words and phrases affect meaning.	
26	Can discuss reasons for events in stories by beginning to use clues in the story.	
27	<u>Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions.</u>	
28	Can talk about the features of certain non-fiction texts (e.g. <i>non-chronological report, recount, letter</i>).	
29	Can demonstrate how to use information books (e.g. <i>by using layout, index, contents page, glossary</i>).	
30	Can ask questions before reading a non-fiction text and look for the answers within the text when reading.	