Name		Class of	
Reading: Planning & Assessment Y2			
Statements	4-10	11-22	23-25
Attainment	**Year 2 Emerging**	**Year 2 Developing**	**Year 2 Secure**

The colours below indicate the end of year expectations for KS1.   **1-3= WTS   4-22=EXS.   23-25=GDS**

	Y2 Reading- 25 statements and 6 KPIs	**Date where evidence can be found.**		
1	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).			
2	Is beginning to distinguish between fiction and non-fiction. (Can list 3 features of each text)			
3	Can use a range of phonics strategies to read unknown regular words, including various grapheme choices. Making the right phonetic choice when confronted with homophones.			
4	Can identify when reading does not make sense and self-corrects in order for the text to make sense.			
5	Can locate specific information on a given page in response to a direct question, writing responses down.			
6	**Knows the function of full stops when reading and shows this in their reading aloud and expression.**			
7	In age-appropriate books, the pupil can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.			
8	Can provide simple explanations about events or information (e.g. why a character acted in a particular way).			
9	**Can compare similarities and differences between texts/books in terms of characters, settings and themes.**			
10	**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') (most common exception words)**			
11	in age-appropriate books, the pupil can sound out most unfamiliar words accurately, without undue hesitation.			
12	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por- tant).			
13	Can read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).			
14	Can locate some specific information to a direct question. (e.g. key events, characters' names etc. or key information on a non-fiction page).			
15	Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! , " ").			
16	Can explain the meaning of interesting words in context (appropriate level of book) (e.g. despair, marvel, including words with common prefixes and suffixes e.g. undecided, forgetful).			
17	**In a book that they can already read fluently can explain what has happened so far summarizing a story, giving the main points clearly in sequence.**			
18	**Having read a text (level appropriate), can find the answers to questions, both written and oral.**			
19	Can talk about how different words and phrases affect meaning.			
20	Can discuss reasons for events in stories by beginning to use clues in the story			
21	Can talk about the features of certain non-fiction texts (e.g. non-chronological report, recount, letter).			
22	Can ask questions before reading a non-fiction text and look for the answers within the text when reading.			
23	**Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions.**			
24	Can make plausible predictions about a text using a range of clues (e.g. what has been read so far, experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb).			
25	in a book they are reading independently make links between the book they are reading and other books they have read.			