

		Children's Names		
Decode		-	=	+
A	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.			
B	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes			
C	Read accurately words of two or more syllables that contain the graphemes taught so far			
D	Read words containing common suffixes			
E	Read complex sentences			
F	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation			
G	Read further common exception words noting unusual correspondence between spelling and sound and where these occur within the word			
H	Re-read books to build up their fluency and confidence in word reading			
I	Read most words quickly and accurately without overt sounding and blending, when they have been fluently encountered			
J	Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)			
K	Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)			
Explain		-	=	+
L	Understand both the books they can already read accurately and fluently, and those they listen to			
M	Draw on what they already know or on background information and vocabulary, provided by the teacher			
N	Discuss and clarify the meanings of words, linking new meanings to known vocabulary			
O	Identify or provide own synonyms for specific words within the text			
P	Use the context of the sentence to explain the meaning of new or unfamiliar words			
Q	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			
R	Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say			
S	Explain how non-fiction books can be structured in different ways			
T	Explain clearly their understanding of what is read to them by summarising the main events			
U	Seek out books around a simple theme or topic			

	Retrieve	-	=	+
V	Become increasingly familiar with and retell a wider range of stories, fairytales and traditional tales			
W	Answer questions about the text			
X	Understand how to use alphabetically ordered texts (dictionaries and thesauruses) to retrieve information			
Y	Extract information from the text and discuss orally using evidence from the text			
Z	Identify and discuss the main events or key points in a text			
AA	Retell a story using the 5 main parts clearly and with appropriate detail			
	Interpret	-	=	+
BB	Predict what might happen on the basis of what has been read so far and their own experience			
CC	Make inferences on the basis of what is being said and done			
DD	Make inferences about characters' thoughts and feelings and reasons for actions			
EE	Discuss the sequence of events in books and how items of information are related			
	Choice	-	=	+
FF	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently			
GG	Recognise simple recurring literary language in stories and poetry			
HH	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear			
I I	Discuss favourite words and phrases and give reasons why			
JJ	Identify how vocabulary choice affects meaning			
KK	Make links between the books they are reading and other books they have read, noting similarities, differences and preferences, e.g. layout, features and setting			
LL	Ask questions about the text			
M M	Express opinions about main events and characters in stories			



Westwood & Grove Primary Schools
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