



Name -	Class -
--------	---------

Working Towards the Expected Standard	Evidence Base Achieved (date)		
	Autumn	Spring	Summer
The pupil can: <ul style="list-style-type: none"> Blend sounds in words containing the common graphemes for 40+ phonemes. Read many common exception words (Rec /Y1) and some from Year 2 list. In discussion with a teacher, answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them. 			

Working At the Expected Standard - Sufficient evidence shows the ability to:

Word Reading		Autumn	Spring	Summer
1	Reads accurately by blending the sounds in words contain the graphemes taught so far, especially recognising alternative sounds for graphemes.			
2	Reads accurately words of 2 or more syllables, containing graphemes taught so far.			
3	Reads most words containing common suffixes, including –s, -es, -ing, -ed, er and est.			
4	Read most common exception words.			
5	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered before.			
6	Read books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation.			
7	Re-reads books to build up fluency and accuracy.			

Comprehension	Autumn	Spring	Summer
---------------	--------	--------	--------

Develops pleasure in reading, motivation to read, vocabulary and understanding:

8	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction, at a level beyond that which they can read independently.			
9	Discuss sequence and how items of information are related.			
10	Become familiar with a wide range of stories, including confident retelling.			
11	Aware of non-fiction books that are structured in different ways.			
12	Discuss and clarify the meaning of words, linking new meanings to known vocabulary.			

Understand what they can read and those they listen to by:

13	Reading aloud and checking for sense, re-reading for accuracy			
14	Answering questions, referencing specifics in the texts and identifying cause and effect in in both narrative and non-fiction (<i>What has prompted certain characters behaviour? Why are certain dates celebrated annually?</i>)			
15	Making predictions on what might happen based on what has been read so far.			

By the end of Year Two, a child should be able to read age appropriate books at a speed that is sufficient for a child to focus on understanding what is read, rather than decoding individual words.

Working Above the Expected Standard	Autumn	Spring	Summer
Pupils can: <ul style="list-style-type: none"> Make inferences and predict confidently and in a considered way. Make links with books they are reading and books they have read. 			

I am working at...	BLW	WTS	EXS	GDS

**My prediction for EOY
is...**