



Doddinghurst Infant School

Church Lane, Doddinghurst, Brentwood, Essex, CM15 0NJ

Reading Assessment Points

We believe reading plays a vital part in the education of children at Doddinghurst Infant School. It supports their access to all areas of the curriculum by helping to develop confident learners with access to a range of knowledge and fundamental to their educational success.

INTENT:

- To provide high quality consistent phonics lessons, to develop reading fluency for all children.
- To teach a balanced and creative curriculum using rich vocabulary, high quality *Power of Reading* texts to promote a love of reading across the school.
- To deliver weekly, high quality reading sessions with a decoding, prosody and comprehension focus.

Year 2 expectations

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

13 points (all of y1 and...)	Autumn	Orange band/Turquoise band
Word reading	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	
	Read accurately words of two or more syllables that contain the same graphemes as above	
	Recognise when a word includes a grapheme which may have an alternative sound and give some possible alternatives (may not recall all alternatives)	
	Reads words they have encountered many times before without decoding.	
	Read approximately 1/3 of the year 2 common exception word list	
	Read aloud with some expression and fluency (hesitating only on unknown words)	
Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Understand both the books that they can already read accurately and fluently and those that they listen to by:	
	Self corrects reading with little prompting – realising when it doesn't make sense.	
	Can recite a simple poem by heart with some expression.	

	Can retell common traditional and fairy tales (i.e.. little red riding hood, Cinderella) with events in a simple sequence.	
	Continues to accurately answer retrieval questions, identifying the answer in the text (what was the second thing that happened?)	
	Can make simple inferences about what is said or done.	
	Can make a simple prediction about what will happen next based on what they have read so far when a relevant detail is pointed out to them. (<i>We read that the owl and rabbit were very close friends; what do think owl will do for rabbit's birthday?</i>)	
	Can explain simply the order of events in a story <i>first...then...</i>	
	Realises when items of factual information are linked <i>It said about that earlier on.</i>	
	Can recognise when they don't know the meaning of a word and ask for its definition. Can pick out	
	some words or phrases they like when reading.	
14 points –	Spring	Turquoise band/Purple band
Word reading	Read words containing common suffixes (including ness & ment)	
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
	Use knowledge of alternative sounds for graphemes when reading words (sometimes may choose wrong sound).	
	Reads a wider range of words they have encountered before without decoding.	
	Splits words into their syllables to help with decoding longer words.	
	Reads all words from the approx. 2/3 of the year 2 common exception word list.	
	Reads aloud with more expression and fluency (hesitating less frequently).	
Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Understand both the books that they can already read accurately and fluently and those that they listen to by:	
	Can recite poems by heart using some expression and intonation to add interest.	
	Automatically self corrects reading realising when it doesn't make sense.	
	Can give more detail from the text when answering retrieval questions. (beyond one word)	
	Can retell common traditional and fairy tales with more detail.	
	Can make a simple prediction about what will happen next based on what they have read so far with less reliance on adult guidance. (<i>I think they will have a party because they are good friends</i>).	
	Can infer meaning based on what a character has said or done but may need support for identify how they know this.	
	Can explain the order of events in a story including how they are linked <i>first...then... because...</i>	
	Can explain how items of information are linked.	
	Can give a simple definition of words they have read. (<i>ie words they have not asked for clarification</i>).	
	Begins to say why they like certain words or phrases. (<i>I like it because it sounds exciting</i>)	
15 points (milestone) –	Summer	Purple band/Gold band
Word reading	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	

	Re-read these books to build up their fluency and confidence in word reading.	
	Uses knowledge of alternative sounds for graphemes and makes accurate choices when decoding unknown words.	
	Reads a large number of previously encountered words without decoding.	
	Read words with the suffixes <i>-ful</i> , <i>-ly</i>	
	Chooses when it is appropriate to split a word into sounds or syllables to enable decoding.	
	Reads all words from the year 2 common exception word list.	
	Reads out loud with developing expression and fluency. (The reading flows and is interesting to a listener)	
Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Understand both the books that they can already read accurately and fluently and those that they listen to by:	
	Can recite a poem by heart using intonation and expression to make the meaning clear.	
	Can ask questions to find out more about a text and answer others questions.	
	Can retell a range of 'story blue prints' based on traditional or fairy tales (ie. a rescue story based on Rama and Sita).	
	Can give an accurate and clear response to a retrieval question – identifying how they know.	
	Can infer meanings based on what characters have said or done and can say how they know. (<i>He is angry because he is shouting</i>)	
	Can confidently make predictions about what will happen next based on what they have read so far (<i>I don't think they'll be able to get rid of the monster because they've already tried three things and that didn't work</i>)	
	Can explain the sequence of a story including the links between events. (<i>First they...this meant that then....</i>)	
	Can identify linked items of information in a non-fiction texts. (<i>on each page it tells us something about what each animal eats</i>)	
	Can give a definition of words they have read including linking it to other known vocabulary (<i>miserable means upset – it's a better word for sad</i>)	
	Identify favourite words or phrases and give a clear reason why (<i>it makes me imagine what the rain was like</i>)	