HEAP BRIDGE VILLAGE PRIMARY SCHOOL

Teacher Assessment of Year 2 Reading Objectives

		Year 2										
		Year 2 ORT*	Stage 7 Sta	ge 8 Stage 9	Stage 10	Stage 11	Stage 12	1				
		Points	2.0 – 2.1	2.2 – 2.3	2.4 - 2.5	2.6 – 2.7	2.8 – 2.9					
		751113	210 212	2.2 2.0	EIT EIG	2.0	2.0 2.5	J				
		Can read most of the Y1-2 (P2-3) high-frequency words lists.										
	vate Prior	Can use phonic strategies when reading unknown words; (may need support whe	en reading long vowel phone	emes with several r	epresentations (e.g. ai,	a e) or graphemes wit	th more than one sound	(e.g. bread, read, beach).				
Act		Knows the function of full stops when reading and shows this in their readin										
	nowledge	Can use a range of phonics strategies to read unknown regular words.										
	&	Can identify when reading does not make sense and self-corrects in order for	r the text to make sen	se.								
Wo	rd Reading	Can read all of the high-frequency words, up to and including Y1-2 (P2-3) high-frequency word list (fluent reading without 'sounding and blending').										
	Skills	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant).										
		Can read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).										
		Can read aloud with intonation, taking into account a wider range of punctuation (.?!,)										
		Can talk about how different words and phrases affect meaning.										
	Vocabulary	Can explain the meaning of 'WOW' words in context (appropriate level of bo	nok)							+++		
	1a - draw on knowledge of		•	does this word	or nhrase tell vou	ahout ? • Which	word in this section	n do you think is the most		+		
	vocabulary to	• What does the word mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in						d in				
	understand texts	this section?										
	Predict	Can make predictions about a text using a range of clues (e.g. experience of	books written by the s	ame author, ex	perience of books	already read on a s	similar theme, boo	title, cover and blurb).				
	1e - predict what might happen on the	Look at the book cover/blurb – what do you think this book will be about? •	What do vou think will	happen next?	What makes vou t	nink this? • How d	oes the choice of c	naracter or settina affect what v	vill			
(basis of what has been read so far	happen next? • What is happening? What do you think happened before? W										
ension)		Can locate specific information on a given page in response to a direct quest	ion.		-			•		+		
nsi		Can locate some specific information (e.g. key events, characters' names etc		n a non-fiction	nage)							
		Having read a text (level appropriate), can find the answers to questions, both written and oral.										
re	Features of	Can ask questions before reading a non-fiction text and look for the answers within the text when reading.										
du	<u>Text</u>	Can use the front cover, book title as well as illustrations and words inside to make reading choices.							+ +			
(Compreh	4 11 116 1	Can compare similarities and differences between texts/books in terms of characters, setting and themes.										
$\mathbf{\Sigma}$	1b - identify / explain key	Is beginning to distinguish between fiction and non-fiction.										
	aspects of fiction and non-fiction texts, such as characters, events,	Is beginning to talk about the features of certain non-fiction texts (e.g. non-chronological report, information poster, letter).										
\		Is beginning to use contents and index pages to locate information in non-fiction texts.										
APPI		Can talk about the features of certain non-fiction texts (e.g. non-chronologic		ter).								
	titles and information	Can demonstrate how to use information books (e.g. by using layout, index,								1		
AND	mjormacion	Retrieve: What kind of text is this? • Who did? • Where did? • When d	1 0 7 0	• •	Why did haps	en? • How did	? • How many	• What happened to?		+ +		
		Explain: Who is your favourite character? Why? • Why do you think all the n										
PRACTICE		change about this story? • Do you like this text? What do you like about it?	_									
	Inference 1d - make inferences from the text	Can relate stories/texts to their own experiences, including story settings an	d incidents.									
		Can comment on obvious characteristics and actions of characters in stories	•									
		Can provide simple explanations about events or information (e.g. why a ch	aracter acted in a part	icular way).								
		Can discuss reasons for events in stories by beginning to use clues in the sto	ry.									
		Can use clues from text and pictures, to discuss thoughts, feelings and action	ıs.									
		• Why was feeling? Why did happen? Why did say? (Can you explain why	? What do y	ou think the autho	r intended when t	hey said? Ho	v does make you feel?				
	Sequence	Can summarise a story, giving the main points clearly in sequence.										
	1c - identify and	Can retell an unknown story (unfamiliar before first reading) beginning, mid	dle and end (may only	be in simple te	rms but children h	ave got the gener	al gist of the story	as a whole).				
	explain the sequence of	Can you number these events 1-5 in the order that they happened? • What h	appened after? •	What was the	first thing that hap	pened in the story	v? • Can you summ	arise in a sentence the				
	events in texts	opening/middle/end of the story? • In what order do these chapter headings	come in the story?									
		•										

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Text:

Staff:

Can talk with increasing confidence about likes/dislikes of stories and information texts – identifying preferences between texts read and beginning to explain their choices. Can express opinions about main events and characters in stories.

Year group:

Date:

GUIDED READING - PLANNING & EVALUATION SHEET

Phase:

Group (pupil initials):

Activating prior knowledge: (focusing activity/recapp	uing on previous learning/skills)
Predicting: (note/model how to identify what the predic	ction is based on)
Decodir	ng: (focus for Session 1)
GPCs	Words
Prosody: (focus for Session 2)	Comprehension: (content domain focus for Session
F1030uy. (Jocus Joi Session 2)	Comprehension: (content domain jocus jor session
Session Evaluation Notes: (include areas of fo	ocus for future sessions / common misconceptions to address

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Year 2 – Practice / Guided Reading Assessment Overview

1. Guided Reading – Planning Sheet – pro-forma

Headteacher

Mr M Cockcroft