Reading Assessment Tracking – Year 2

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	Applies phonic knowledge and skills when tackling unfamiliar words to decode age appropriate texts accurately.	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Can identify key aspects of fiction and non-fiction.
		Reads accurately words of two or more syllables that contain the same graphemes as above.	
	Accurately reads words with s, -es, -ing, -ed, -er and –est endings and those with contractions.	Accurately reads words containing common suffixes and contractions as set out in Y1/2 Appendix 1.	Can give simple explanations of how and why texts are structured according to their purpose.
	Can read some of the common exception words set out in Appendix 1.	Accurately reads further common exception words as set out in Y1/2 Appendix 1.	
	Reading is seen as a pleasurable activity.	Reads familiar words quickly and accurately, without overt sounding and blending.	
	Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.	Reading is seen as a pleasurable activity.	
		Can answer and ask questions about the text they have just read.	
	Mirrors modelled intonation when reading with someone else.	Can retell a wider range of stories, fairy stories and traditional tales and recite some poetry by heart, with appropriate intonation to make the meaning clear.	
	Recognises sequences of events in simple texts.	Recognises simple recurring literary language in stories and poetry.	
	With support can retell a range of stories, fairy stories and traditional tales.	Can discuss their favourite words and phrases.	
		Can predict what might happen on the basis of what has been read so far.	
	Answers simple questions based on the story so far.	*Can make inferences on the basis of what is being said and done.*	
Spring	Applies phonic knowledge and skills when tackling unfamiliar words to decode age appropriate texts accurately.	Accurately reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Automatic decoding is established and a range of texts can be read with consistent accuracy, fluency and confidence, including those beyond their chronological age.
	Accurately reads words with s, -es, -ing, -ed,	Checks that the text makes sense to them as	Books are selected by the reader in order to

	-er and –est endings and those with contractions.	they read, correcting inaccurate reading.	challenge knowledge and word reading skills or to pursue an interest in an author, genre or topic.
	Can read some of the common exception words set out in Appendix 1.	Can discuss the sequence of events in books and how items of information are related.	Demonstrates an understanding of more challenging texts through discussion and questioning.
	Demonstrates understanding of poetry, stories, and non-fiction and can discuss key characters.	Understands that non-fiction books are structured in different ways.	New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.
	Uses recurring phrases when recalling stories or poems.	Participates in discussion 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.	
	With support can make simple comparisons between the structure of different non-fiction books. With support can make simple predictions on what might happen next	Explains and discusses their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	*Explains why their inferences and predictions are plausible.*
	With support can make simple inferences based on is being said or done.	*Can make inferences on the basis of what is being said and done.* *Can predict what might happen on the basis of what has been read so far.*	
Summer	Can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*.	Can read accurately most words of two or more syllables	Can make links between the book they are reading and other books they have read.
	Can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*	Can read most words containing common suffixes*	*Can make inferences on the basis of what is said and done.*
	Can read many common exception words*.	Can read most common exception words*.	*Can predict what might happen on the basis of what has been read so far.*
	In a book closely matched to the GPCs as above, can read aloud many words quickly and accurately without overt sounding and blending.	In age-appropriate books, can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute	
	In a book closely matched to the GPCs as above, can sound out many unfamiliar words accurately.	In age-appropriate books, can sound out most unfamiliar words accurately, without undue hesitation.	
	In discussion with the teacher, can answer questions.	Can check familiar books make sense to them.	

	In discussion with the teacher, can make inferences on the basis of what is being said and done in a familiar book that is read to them.	Can answer questions about books familiar to them	
		Can make some inferences on the basis of what is being said and done based on a familiar book.	

Word Reading	Comprehension	Once an objective has been covered it becomes Bold
		It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD