

Netherbrook Primary School
Reading Assessment: Stage 2



Word Reading

Comprehension

1	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>	
		9	listening to, discussing and expressing 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;
2	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes	10	discussing the sequence of events in books and how items of information are related;
		11	becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
		12	retell a range of stories, fairy stories and traditional tales;
3	Read accurately words of two or more syllables that contain the same graphemes as above.	13	being introduced to non-fiction books that are structured in different ways;
		14	recognising simple recurring literary language in stories and poetry;
4	Read words containing common suffixes	15	discussing and clarifying the meanings of words, linking new meanings to known vocabulary;
		16	discussing their favourite words and phrases;
5	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	17	continuing to build up a repertoire of poems learnt by heart;
		18	appreciate poems reciting some, with appropriate intonation to make the meaning clear.
		<i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i>	
		19	drawing on what they already know or on background information and vocabulary provided by the teacher;
6	Read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	20	checking that the text makes sense to them as they read and correcting inaccurate reading
		21	making inferences on the basis of what is being said and done;
		22	answering questions;
		23	asking questions;
7	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	24	predicting what might happen on the basis of what has been read so far.
		25	Participate 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.
8	Re-read these books to build up their fluency and confidence in word reading.	26	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Assessment Guidance

Assessment Stage	2.1	2.2	2.3	2.4	2.5	2.6	
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July	
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations	