



Bentley St Paul's Primary School
Reading Assessment Grids Year 2



Word Reading						
I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.						
I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.						
I can read accurately words of two or more syllables that contain the same graphemes as above.						
I can read words containing common suffixes.						
I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.						
I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.						
I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.						
I can reread these books to build up their fluency and confidence in word reading.						
Comprehension						
I can develop pleasure in reading, motivation to read, vocabulary and understanding by:						
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.						
Discussing the sequence of events in books and how items of information are related.						
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.						
Being introduced to non-fiction books that are structured in different ways.						
Recognising simple recurring literary language in stories and poetry.						
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.						
Discussing their favourite words and phrases.						
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.						
I can understand both the books that I can already read accurately and fluently and those that I listen to by:						
Drawing on what they already know or on background information and vocabulary provided by the teacher.						
Checking that the text makes sense to them as they read, and correcting inaccurate reading.						
Making inferences on the basis of what is being said and done.						
Answering and asking questions.						
Predicting what might happen on the basis of what has been read so far.						
I can participate in discussion about books, poems and other works that are read to me and those that I can read to myself, taking turns and listening to what others say.						
I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.						
Spoken Language (Common across Key Stage 1 and Key Stage 2)						
I can listen and respond appropriately to adults and my peers.						
I can ask relevant questions to extend my understanding and knowledge.						
I can use relevant strategies to build their vocabulary.						
I can articulate and justify answers, arguments and opinions.						
I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.						
I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.						
I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.						
I can speak audibly and fluently with an increasing command of Standard English.						
I can participate in discussions, presentations, performances, roleplay/improvisations and debates.						
I can gain, maintain and monitor the interest of the listener(s).						
I can consider and evaluate different viewpoints, attending to and building on the contributions of others.						
I can select and use appropriate registers for effective communication.						