YEAR 2 READING GRID

	STAGE B: Typical Range of Year 2 Attainment		
	Beginning to develop Y2 expectations	**Embedding understanding of Y2 expectations**	**Securely demonstrates application of Y2 expectations**
AF1 WORD READING use a range of strategies including accurate decoding of text to read for meaning	Beginning to read a range of common words, including all decodable and common exception words (e.g. HFW and red and green words in RWI)	Usually reads a range of common words, including all decodable and common exception words (e.g. HFW and red and green words in RWI). Note unusual correspondences between spelling and sound	Reads words they have frequently encountered quickly and accurately, without overt sounding and blending *(The Interim framework states 90 words per minute as expected standard)*
	Begins to read by blending the sounds in words that contain known graphemes and recognising alternative sounds for graphemes	Usually reads accurately by blending the sounds in words that contain known graphemes and recognising alternative sounds for graphemes	Reads accurately by blending the sounds in words that contain known graphemes and especially recognising alternative sounds for graphemes
	With support, can read some words of two or more syllables, using taught alternative graphemes *(e.g. giant, patting, humming and dropping*	Usually can read a developing range of words of two or more syllables, using taught alternative graphemes	Independently can read most words of two or more syllables, using taught alternative grapheme
	Begins to read words containing common suffixes, in guided sessions	Usually reads words containing common suffixes with increasing independence	Reads words containing common suffixes (-ment, -ness, -ful, -less, -ly)
	Begins to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Usually reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Reads most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
		Usually reads books aloud, closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Accurately reads books aloud, closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation *(Age and interest appropriate texts)*
	Applies phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		
AF2 Identify and retrieve key information from texts: understand, describe, explain select & use quotation & reference to text *Content Domain 1b &1c	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales		
	With support, identify and comment on key events in the correct order	Identify and comment on the key events in the correct order	Discuss with appropriate detail the sequence of events in books and how items of information are related
	Continuing to build up a repertoire of simple poems learnt by heart	Continuing to build up a repertoire of poems learnt by heart and reciting some with appropriate intonation to make the meaning clear	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear
	With support, can answer a range of questions on unfamiliar texts	Answers a range of questions on unfamiliar texts, with increasing independence *e. g What happened at the beginning?'*	Is able to answer and ask literal questions about unfamiliar texts (Greater independence shown) Check that what they are reading makes sense to them
AF3	With support, can make predictions based on own experiences about	Can make predictions about what might happen next in unfamiliar texts	Predicts what might happen on the basis of what has been read so far

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Deduce, Infer & Predict *Content Domain 1d&1e	what might happen next in unfamiliar texts	giving an example from the text to support their thinking	with reference to the text to support their choice
	Shows increased confidence when making simple, plausible inferences about characters and events and will give evidence from the text, e.g. What has prompted a character's behaviour in a story?	With confidence will make simple, plausible inferences about characters and events using evidence from a text	Makes inferences on the basis of what is being said and done (and begin to justify their opinion)
AF4 Understanding structure and organisation of texts	Is beginning to understand that non-fiction books that are structured in different ways.	Comments on ways non-fiction texts are written and presented, including similarities and differences.	Can use organisational features of a non-fiction text with some support
	Uses knowledge of alphabetical order to find a given letter in a dictionary or glossary	Use simple dictionaries to locate given words with guided support	Use simple dictionaries to locate given words independently
AF5 Writers' choice and use of language	With support, can use context cues to work out the meaning of unknown words e.g. ***portrait*** *– may use picture cues i.e. images of portraits or context of writing about an art gallery with portraits of famous people.*	Can use context cues to work out the meaning of unknown words and can restate the meaning in their own words	Able to clarify the meaning of words by linking new meanings to known vocabulary e.g. *tricycle – child may refer to a* ***tri****angle and/or bi****cycle*** *to understand the meaning of this new word'*
	Beginning to identify how vocabulary choice gives meaning e.g. '*She* ***stamped*** *out of the room'*	With support, can give an explanation of how vocabulary choice affects meaning e.g. "*Stand still." she said* ***softly****. "Stand still!" she said* ***angrily.***	Can give an explanation of how vocabulary choice affects meaning e.g. "*Stand still." she said* ***softly****. "Stand still!" she said* ***angrily.***
	With support, can make a simple comment on how the author has used particular words and phrases to create effects such as atmosphere and humour	Can make a simple comment on how the author has used particular words and phrases to create effects such as atmosphere and humour	Can comment on how the author has used particular words and phrases to create effects such as atmosphere and humour with increasing independence.
AF6 Purpose, Viewpoint and personal responses	With support, makes simple statements that express views about a range of poetry, stories and non-fiction	Makes simple statements that express views about a range of poetry, stories and non-fiction	Expresses views about a wide range of poetry (including contemporary and classical), stories and non-fiction at a level beyond that at which they can read independently
AF7 Social, cultural & historical traditions	Developing awareness that books are set in different times and places	With support, (such as prompts and questions e.g. "Look at the names... What do the clothes tell you about... Look at the picture how do you know it is set in...) will refer to the text to identify that it is set in a different time and/or place	Can explain how they know that books are set in different times and places making reference to the text