

Year 2	Term One	Term Two	Term Three
Reading Assessment Key Performance Indicators	KPIs On-track for Expected Standard (EXS) <ul style="list-style-type: none"> Read turquoise banded books with 90% accuracy without overt sounding out. Recall a story structured into 3 parts with detail and story language. Find information from research and take simple notes. Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. Read accurately words of two or more syllables that contain the same GPCs as those taught. Answer questions on what has been read in discussion with the teacher and make simple inferences. Identify some words and phrases they like and begin to say why. Use personal experience to connect with texts Begin to comment on language choices. Work out meanings of new vocabulary from context. 	KPIs On-track for Expected Standard (EXS) <ul style="list-style-type: none"> Read purple / gold banded books with 90% accuracy without overt sounding out. Independently recount the main events in the stories covered over the term. Identify key features of instructional texts. Identify key features of recount texts. Read most common exception words. Read most words containing common suffixes. Comment on language choices and the effect on the reader. With scaffolding and prompts comment on the effect of different sentence types and punctuation. Discuss their favourite words and phrases and give reasons for their choice. Predict what might happen with responses aligned closely to the story characters, plot and language read. Work out meanings of some new vocabulary from context and knowledge. Make plausible inferences based on a single point of reference in the text. Recognise patterns of literary language. 	KPIs Expected Standard (EXS) <ul style="list-style-type: none"> Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words. Read accurately most words of two or more syllables Sound out most unfamiliar words accurately, without undue hesitation. Read most words containing common suffixes. Read most common exception words. Answer questions and make some inferences. Explain what has happened so far in what they have read. Identify and explain features of persuasive texts and recounts.
	KPIs On-track for Greater Depth (GDS) <ul style="list-style-type: none"> Discuss favourite words and phrases and give reasons for the choice. Predict what might happen with responses linked closely to the story characters, plot and language read so far. Explain how non-fiction books are used. Can independently identify key features and use these to help find information. In a book they can read independently explain 	KPIs On-track for Greater Depth (GDS) <ul style="list-style-type: none"> Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features. Recognise when reading does not make sense and self-correct without undue hesitation Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher. 	KPIs Greater Depth (GDS) <ul style="list-style-type: none"> Confidently, accurately and fluently read Gold+ books. Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words. Uses effectively intonation and expression to reflect the comprehension of what is read. Read independently and make inferences from the text. Make a plausible prediction about what might happen based on what has been read so far. Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons. Demonstrates breadth and depth to vocabulary.

	what has happened so far, answer questions and make simple inferences.	<ul style="list-style-type: none">• Use evidence including quotations from or references to text• Comment and explain the effect of different sentence types and punctuation on the reader.• Comment on language choices, reasoning about their use.• Show some awareness that writers have viewpoints.	<ul style="list-style-type: none">• Reason about what is read including grammar and vocabulary choices describing the impact on the reader.
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