

Year 2

Reading and Writing Assessment

Reading; On Track to be at least Gold book band by the end of Year 2.

Working towards the expected standard

Word Reading

Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes

Read accurately some words of two or more syllables that contain the same grapheme – phoneme correspondences

Read many common exception words

Fluency

Read aloud many words quickly and accurately without overt sounding and blending

Sound out many unfamiliar words accurately

Comprehension

Answer questions in discussion with the teacher and make simple inferences

Working at the expected standard

Word Reading

Read accurately most words of two or more syllables

Read most words containing common suffixes

Read most common exception words

Fluency

Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words

Sound out most unfamiliar words accurately without undue hesitation

Comprehension

Check it makes sense to them, correcting any inaccurate reading

Explain what has happened so far in what they have read

Working at greater depth within the expected standard

Comprehension

Make inferences

Make a plausible prediction about what might happen on the basis of what has been read so far (For example: sensible predictions which may refer to past event or character clue/traits)

Make links between the book they are reading and other books they have read (recognising common themes, plots, character traits, endings that are typical to a genre)

Writing Assessment

Working towards the expected standard
Write sentences that are sequenced to form a short narrative (real or fictional)
Demarcate some sentences with capital letters and full stops
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
Spell some common exception words*
Form lower-case letters in the correct direction, starting and finishing in the right place
Form lower-case letters of the correct size relative to one another in some of their writing
Use spacing between words.
Working at the expected standard
Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Write about real events, recording these simply and clearly
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
Use present and past tense mostly correctly and consistently
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
Spell many common exception words*
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Use spacing between words that reflects the size of the letters.
Working at greater depth within the expected standard
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Make simple additions, revisions and proof-reading corrections to their own writing
Use the punctuation taught at key stage 1 mostly correctly
Spell most common exception words
Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
Use the diagonal and horizontal strokes needed to join some letters.