

Y2

Domain: Reading

Reading assessment evidence in Year 2 should focus on: Regular listening to and discussing a wide range of: contemporary poetry; classic poetry; stories; plays; information books; whole books; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to: develop a love of reading and showing motivation to read, choose own books to read, establish accurate and speedy word reading skills, learn common exception words, retell a wider range of stories that have been read to them and discussed, learn how skilled readers make sense by monitoring what they read to check for sense in context, develop comprehension through high-quality discussion with the teacher and each other, discuss cause and effect in narrative and non-fiction, broaden their vocabulary

Themes and Conventions	Comprehension	Inference	Language for Effect
1. Recognise the main purpose of text <i>e.g. "It tells you how to ..." "It tells you where animals live", "The writer doesn't like violence."</i> 2. Show some awareness that writers have viewpoints <i>e.g. "She thinks it's not fair."</i> 3. Identify similarities and differences between fiction and non-fiction <i>e.g. similarities in plot, topic, about same characters. "This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing."</i>	1. Express personal responses, including likes and dislikes with reasons, <i>e.g. "She was just horrible like my Gran is sometimes."</i> 2. Use evidence including quotations from or references to text <i>e.g. often retelling or paraphrasing sections of the text rather than using it to support comment</i> 3. Recall straightforward information <i>e.g. names of characters, main ingredients</i> 4. Be able to answer and ask questions by locating information in texts <i>e.g. about characters, topics</i> 5. Discuss sequence of events in stories 6. Simple, most obvious points identified <i>e.g. about information from different places in the text</i> 7. Understand that non-fiction texts are structured in different ways <i>e.g. this part tells about different things you can do at the zoo</i> 8. Identify some familiar patterns of language <i>e.g. first, next</i> 9. Work out meanings of some new vocabulary from context and knowledge of <i>e.g. prefixes (happy/unhappy)</i> . 10. Recognise recurring literary language <i>e.g. long ago</i>	1. Use personal experience to connect with texts <i>e.g. a response based on what they personally would be feeling rather than feelings of character in the text</i> 2. Make plausible predictions based on reading of text <i>e.g. "He's going to run away," or "I think it will tell us how the fire started."</i> 3. Make plausible inferences based on a single point of reference in the text, <i>e.g. give reasons for why things happen or characters change, such as, "Henry started to behave because he knew his mum had sweets in her bag" or, "Children had to work all day in the mine – that's why they were scared and tired."</i>	1. Comment on language choices <i>e.g. "slinky" is a good word for a cat.</i> 2. Recognise patterns of literary language <i>e.g. once upon a time, first, next, last.</i> 3. Work out meanings of new vocabulary from context <i>e.g. squashed and squeezed and knowledge of e.g. prefixes, unhappy</i>