



Age Related Expectations - Reading

Year 2	
Word Reading	
I can read accurately by blending sounds in words that contain the common graphemes for all 40+ phonemes.	
I can read many words quickly and accurately without overt sounding and blending.	
I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).	
I can read many common exception words.	
I can sound out many unfamiliar words accurately.	
I can read most common exception words.	
I can read accurately most words of two or more syllables.	
I can read most words containing common suffixes (e.g. -est -ed -er -tion -ly).	
I can sound out most unfamiliar words accurately, without undue hesitation.	
I can read an age appropriate Turquoise book without overtly sounding out.	
I can read an age appropriate Purple book without overtly sounding out.	
In age appropriate (Gold book), I can read most words accurately and fluently without overt sounding and blending allowing fluency to focus on understanding rather than decoding individual words.	
Comprehension	
I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.	
In a book that I can already read fluently, I can check it makes sense, correcting any inaccurate reading.	
I can answer questions and make some inferences on the basis of what is being said and done independently.	
I can explain what has happened so far in what I have read, summarising the main themes and events in a story.	
I can self-correct when I am reading, ensuring that what I have read makes sense.	
In a book that I have read independently, I can (confidently) make inferences.	
I can make a plausible (, detailed) prediction about what might happen on the basis of what has been said or done.	
I can make links between the book I am reading and other books I have read (e.g. themes, plot, characters, message).	
I can sequence events from a story in order and summarise.	
I can retrieve information and answer a literal question.	
I can find and copy specific information from a given page.	
I can retell a wide range of stories, fairy stories and traditional tales.	
I can retrieve literal information from a given, separate page.	
I can explain the meaning of words in context (e.g. despair, marvel, undecided).	
I can recognise simple reoccurring literary language in stories and poetry.	
I can demonstrate how to use information books (by using layout, index, contents page, glossary).	
I can listen to, discuss and recite a range of poems by heart, with rhythm and intonation.	
I can discuss my favourite words and phrases in a text.	
I can ask questions before reading a non-fiction text and can look for the answers in a text when reading.	
I can retrieve more than one answer for the same question (e.g. finding reasons why something has happened).	
I can predict what might happen on the basis of what has been read so far.	
I can participate in discussion about books and poems that are read to me and the ones I read myself, taking turns and listening to what others say.	
I can discuss the plot of a story.	
I can discuss the setting of a story.	
I can discuss the characters within a story.	
I can discuss the themes and message of a story.	

	Emerging	Emerging +	Developing	Developing+	Secure	Secure+
Score	4 - 7	8 – 11	12 – 17	18 – 22	23 – 26	27+

Statements in bold are End of KS1 Expectations. **Red - WTS**, **Green - EXS**, **Blue - GDS**
 Children must read: **Orange** to be 2E, **Turquoise** to be 2E+, **Purple** to be 2D or 2D+, **Gold** to be 2S