



Key Performance Indicators		Performance Standard
Word Reading	Comprehension	
<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>i. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>ii. discussing the sequence of events in books and how items of information are related</p> <p>iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>iv. being introduced to non-fiction books that are structured in different ways</p> <p>v. recognising simple recurring literary language in stories and poetry</p> <p>vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>vii. discussing their favourite words and phrases</p> <p>viii. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>i. drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>ii. checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>iii. making inferences on the basis of what is being said and done</p> <p>iv. answering and asking questions</p> <p>v. predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p><b>By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words</b></p> <p><b>A child can:</b></p> <ul style="list-style-type: none"> <li>❖ decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation</li> <li>❖ listen to and discuss a wide range of stories, poems, plays and information books, including whole books;</li> <li>❖ justify the views about what has been read with support;</li> <li>❖ read suffixes by building on the root words that have already been learnt;</li> <li>❖ exercise choice in selecting books;</li> <li>❖ monitor what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic;</li> <li>❖ identify cause and effect in both narrative and non-fiction (eg what has prompted a character's behaviour in a story; why certain dates are commemorated annually); and</li> <li>❖ take part in a discussion, considering the opinions of others.</li> </ul>

Number of KPI's achieved:	Y2 level:	Y2 score:	Number of KPI's achieved:	Y2 level:	Y2 score:	Number of KPI's achieved:	Y2 level:	Y2 score:	Number of KPI's achieved:	Y2 level:	Y2 score:
1 - 3	2d	25	4 - 7	2c	26	8 - 11	2b	27	12	2a	28