

Standards in Reading : YEAR TWO

Taken from Chris Quigley's Depth of Learning and adapted to meet the needs of Ashdene Primary School.

Standard	Cognitive Challenge	Nature of Progress	Typically Pupils Will...	Predominant Teaching Style
Working Towards Expected Standard (WT)	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Working at Expected Standard (WA)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Exceeding/Working in Greater Depth	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

Assessment criteria for Reading : YEAR TWO

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard (WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
To read words accurately	Apply phonic knowledge and skills as the route to decode words.	Begins to apply phonic knowledge and skills from phases 2, 3 and 4 to decode words.	Generally applies phonic knowledge and skills from phase 2, 3, 4 and 5 to decode words.	Independently applies phonic knowledge and skills to decode words.
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for phase 2 and phase 3 phonemes.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all phase 2, 3 and 5 phonemes. Begins to include alternative sounds for graphemes.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes; including, alternative sounds for graphemes.
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Begins to blend sounds in unfamiliar words (CVC, CVCC, CCVC, CCVCC, CVCe and CCVCe) containing GPCs that have been taught.	Accurately blends sounds in unfamiliar words containing GPCs that have been taught.	Independently blends sounds in unfamiliar words using taught GPCs.
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Begins to read common words, noting unusual correspondences between spelling and sound and where these occur in the word.	Generally reads common words; including the first 100 high frequency words; noting the unusual correspondences between spelling and sound and where these occur in a word.	Independently reads common exception words, noting the unusual correspondences between spelling and sound and where these occur in a word.
	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Begins to read words with known GPCs and noticing –s, –es, –ing, –ed, –er and –est endings.	Generally reads words with taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Independently reads words with taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
	Read other words of more than one syllable that contain taught GPCs.	With support reads phonically decodable words of more than one syllable.	Generally reads phonically decodable words of more than one syllable with accuracy and fluency.	Independently reads phonically decodable two and three syllable words with accuracy.

	Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).	Begins to read common contractions, for example, I'll, I'm, we'll. Begins to understand that the apostrophe represents the omitted letter.	Generally reads most contractions accurately and understands that the apostrophe represents the omitted letter.	Applies knowledge of the different uses of the apostrophe to maintain understanding.
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	<p>Reads aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p>	<p>With the support of a teacher, reads aloud books that are consistent with phonic knowledge with at least 90% accuracy.</p> <p>Begins to re-read books with some accuracy and fluency. Begins to read some phrases fluently.</p>	<p>Generally reads aloud books that are consistent with phonic knowledge with at least 90% accuracy.</p> <p>Generally, re-reads books with some fluency, pace and expression.</p>	<p>Independently reads a wide range of appropriate books fluently and accurately.</p> <p>Independently re-reads books with fluency, pace, phrasing and expression.</p>
	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. [W1]</p>	<p>Reads accurately by blending the sounds in words that contain the graphemes taught so far (up to phase 5). Begins to recognise alternative sounds for graphemes. [W1]</p>	<p>Reads accurately by blending the sounds in words that contain the graphemes taught so far (phase 5 and beyond); recognising alternative sounds for graphemes.</p>	<p>Independently reads accurately by blending the sounds in words; including recognising alternative sounds for graphemes.</p>
	<p>Read accurately words of two or more syllables that contain the same graphemes as above. [1] [W2]</p>	<p>Reads accurately words of two or more syllables that contain graphemes taught so far (up to phase 5). [W2]</p>	<p>Generally reads accurately words of two or more syllables that contain graphemes taught so far (phase 5 and beyond). [1]</p>	<p>Independently reads words of two or more syllables with accuracy and fluency. Independently spells words of two or more syllables that contain graphemes taught so far.</p>
	<p>Read words containing common suffixes. [2]</p>	<p>Reads words containing common suffixes; including –s, –es, –ing, –ed, –er and –est endings.</p>	<p>Generally reads words containing common suffixes; including –s, –es, –ing, –ed, –er, –est, –ful, –ly, –ment, –ness, –y and –tion endings. [2]</p>	<p>Uses knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meanings of words in context.</p>
	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. [3] [W3]</p>	<p>Reads many common exception words [W3], noting the unusual correspondence between spelling and sound and where these occur in a word.</p>	<p>Reads all common exception words, noting the unusual correspondence between spelling and sound and where these occur in a word. [3]</p>	<p>Independently reads all common exception words, noting the unusual correspondence between spelling and sound and where these occur in a word.</p>
	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. [4] [W4]</p>	<p>Reads many words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. [W4]</p>	<p>Generally reads most words quickly (over 90 words per minute) and accurately, without overt sounding and blending, when they have been frequently encountered. [4]</p>	<p>Independently reads 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. [5] [W5]</p>	<p>With support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.</p> <p>Sounds out many unfamiliar words accurately. [W5]</p>	<p>Reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.</p> <p>Sounds out unfamiliar words accurately, automatically and without undue hesitation. [5]</p>	<p>Without support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.</p>
	<p>Re-read books to build up fluency and confidence in word reading.</p>	<p>With support, re-read books with some fluency, pace, phrasing and expression. Shows confidence in word reading.</p>	<p>Re-reads books smoothly, with fluency, pace, phrasing and expression.</p>	<p>Independently re-reads books smoothly, with fluency, pace, phrasing and expression.</p>

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To understand texts	Discuss events.	With support, understands main events or key points in a text that they can read accurately and those they listen to. With the support of a teacher, sequences a simple story and discusses the significance of the title and events.	Generally, develops pleasure in reading, by discussing the sequence of events in books and how items of information are related. Retells the story from the text and illustrations.	Without support, comments on events in the story using quotations or references from the text appropriately.
	Predict events. [9]	With prompts, predicts what might happen; in both books that they read accurately and those they listen to; on the basis of what has been read so far.	Generally, predicts what might happen, in both books that they read accurately and those they listen to; on the basis of what has been read so far.	Independently, makes plausible predictions based on knowledge of the text. Justifies predictions by referring to text without support. [9]
	Link reading to own experience and other books. [10]	With support, begins to link what they read or hear to own experiences and other books.	Generally, makes links to own experiences and other books, drawing on what they already know or on background information and vocabulary provided by the teacher.	Independently, relates reading to own experience, other peoples' experience and from previous reading. [10]
	Join in with stories or poems.	With support, recognises and joins in with familiar or predictable phrases in stories or poems.	Generally, joins in with stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences.	Without support, joins in with stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences. Sustains interest in longer texts.
	Check that reading makes sense and self-correct. [6]	With the support of a teacher, checks that the text makes sense as they read and corrects inaccurate reading.	Generally, checks that the text makes sense as they read and corrects inaccurate reading. Generally checks that the word(s) that have been decoded fits with what else has been read and makes sense in the context of what is already known. [6]	Independently self—corrects to ensure that reading makes sense.
	Infer what characters are like from actions. [W6] [7] [8]	In discussions with a teacher, makes simple inferences about characters, based on what is being said or done in books that they read accurately and those they listen to. Uses role play to identify with and explore characters. [W6]	Generally, makes simple inferences about characters, based on what is being said or done in books that they read accurately and those they listen to. For example, understands simple cause and effect and what may have prompted a character's behaviour in a story. Uses role play and other drama techniques to identify with and explore characters. [7]	Independently, recognises how characters are presented in different ways and responds to this with reference to the text. Without support, makes reasoned judgements on characters' actions. [8]
	Ask and answer questions about texts. [7]	With the support of a teacher, locates specific information in response to a simple question. With support, asks simple questions about the text.	Generally, locates specific information in response to a simple question in books that they read accurately and those they listen to. Is able to answer and ask straightforward questions about a text. [7]	Independently, locates information confidently and efficiently by using appropriate skills and strategies. Asks relevant questions about texts and answers questions, using evidence from the text.
	Discuss favourite words and phrases.	With support, begins to respond to and discuss a text by identifying words/phrases that they like.	Generally, identifies and discusses favourite words and phrases in a text, for example, language choices; such as rhyme or alliteration, or 'sparkling' as a good word choice.	Independently identifies significant words and phrases and begins to consider the effect on the reader, for example, identifies language used to create moods and build tension.

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	Listen to and discuss a wide range of texts.	With support, listens to and discusses a wide range of poems, stories and non-fiction; including text at a level beyond that at which they can read independently.	Generally, listens to, discusses and expresses views about a wide range of poetry, stories and non-fiction; including text at a level beyond that at which they can read independently. Takes turns and listens to what others say. There is some awareness that writers write for particular purposes.	Without support, listens and discusses a wider range of texts. Understands how style and vocabulary are linked to the purpose of the text.
	Recognise and join in with (including role-play) recurring language.	With support, recognises and joins in with recurring language and predictable phrases in stories and poetry. During role play begins to try out recurring language and/or familiar story language; such as 'Once upon a time...', 'Not now Bernard'.	Generally, recognises and joins in with recurring language in stories and poetry. During role play uses recurring language and/or familiar story language such as 'Once upon a time...', 'Not now Bernard'. Begins to use expression, volume and action in order to show an understanding of 'performance'.	Without support, recognises and joins in with recurring language in stories and poetry. During role play uses expression, volume and action in order to show an understanding of 'performance'.
	Explain and discuss understanding of texts.	With support, explains a text that has been read to them and begins to discuss their understanding of it.	Generally, explains and discusses understanding of books, poems and other material; including those that they listen to and those that they read themselves.	Without support, clearly explains a text and discusses their understanding of it. Begins to make links between different texts.
	Discuss the significance of the title and events.	With support, discusses the title, blurb, illustrations and is beginning to understand their purpose. Begins to generate simple questions or predictions based on the title, blurb or illustrations.	Generally, locates and discusses the title, blurb and illustrations and understands their purpose. Begins to use title, blurb and illustrations to help make informed choices, for example, to choose a book that will help during research.	Without support, locates and discusses the title, blurb and illustrations and understands their purpose. Effectively uses title, blurb and illustrations to help make informed choices independently.
	Make inferences on the basis of what is being said and done. [7]	With support, begins to make simple inferences on the basis of what is being said and done. [W6]	Generally, begins to make inferences on the basis of what is being said and done. [7]	Independently, makes inferences on the basis of what is being said and done and is beginning to use evidence from the text. [8]