

Steps 19 to 21		Reading: Planning and Assessment from National Curriculum Year 2			Total Stars 78	13 KPIs
Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. Texts should be age-related to Year 2.	
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2		
	Stars routinely required	21	42	62, including all underlined KPIs with 3 stars.		

Word Reading	★	★	★	Comprehension	★	★	★		
	B	P	E		B	P	E		
<ul style="list-style-type: none"> ❖ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. ❖ <u>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</u> ❖ <u>Read accurately words of two or more syllables that contain the same graphemes as above.</u> ❖ Read words containing common suffixes. ❖ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ❖ <u>Read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</u> ❖ <u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u> ❖ <u>Re-read these books to build up their fluency and confidence in word reading.</u> 				<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ❖ <u>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;</u> ❖ <u>discussing the sequence of events in books and how items of information are related;</u> ❖ <u>becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;</u> ❖ <u>retell a range of stories, fairy stories and traditional tales;</u> ❖ <u>being introduced to non-fiction books that are structured in different ways;</u> ❖ recognising simple recurring literary language in stories and poetry; ❖ discussing and clarifying the meanings of words, linking new meanings to known vocabulary; ❖ discussing their favourite words and phrases; ❖ continuing to build up a repertoire of poems learnt by heart; ❖ appreciate poems reciting some, with appropriate intonation to make the meaning clear. <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <ul style="list-style-type: none"> ❖ drawing on what they already know or on background information and vocabulary provided by the teacher; ❖ <u>checking that the text makes sense to them as they read and correcting inaccurate reading;</u> ❖ making inferences on the basis of what is being said and done; ❖ <u>answering questions;</u> ❖ asking questions; ❖ <u>predicting what might happen on the basis of what has been read so far.</u> <ul style="list-style-type: none"> ❖ <u>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.</u> ❖ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 					

★:B Beginning to ★ P Progressing ★ E Embedded