Year 2 Reading Checklist

These checklists link to the Teacher Assessment Framework at the End of Key Stage 1 (published in September 2017). They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups and work on the expectation that the majority of pupils will be working on their own year group's aims.

How to Use the Checklists

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or reading targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or school year.

The statements within the checklists are set out in colour-coded boxes: green for word reading and blue for comprehension.

Year 2 Reading Checklist

Name/Group: _____ Date: _____

Working Towards the Expected Standard:

The pupil(s) can:	
read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*	
read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).*	
read many common exception words.*	
read aloud many words quickly and accurately without overt sounding and blending in texts closely matched to the same GPCs.	
sound out many unfamiliar words accurately in texts closely matched to the same GPCs.	
answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them within discussion with the teacher.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able read as well as spell.

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sound out many unfamiliar words accurately in texts closely matched to the same GPCs.	
answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them within discussion with the teacher.	

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Year 2 Reading Checklist

Name/Group: _____ Date: _____

Working at the Expected Standard:

The pupil(s) can:	
read accurately most words of two or more syllables.	
read most words containing common suffixes.*	
read most common exception words.*	
read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	
sound out most unfamiliar words accurately, without undue hesitation.	
check a familiar text, which they can read accurately and fluently, makes sense to them.	
answer questions and make some inferences on the basis of what is being said and done in a familiar text.	

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Year 2 Reading Checklist

Name/Group: _____ Date: _____

Working at Greater Depth within the Expected Standard:

The pupil(s) can:	
make inferences on the basis of what is said and done in a text they can read independently.	
predict what might happen on the basis of what has been read so far in a text they can read independently.	
make links between the text they are reading and other texts they have read (in texts that they can read independently).	

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Name/Group: _____ Date: _____

Working at Greater Depth within the Expected Standard:

The pupil(s) can:	
make inferences on the basis of what is said and done in a text they can read independently.	
predict what might happen on the basis of what has been read so far in a text they can read independently.	
make links between the text they are reading and other texts they have read (in texts that they can read independently).	

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