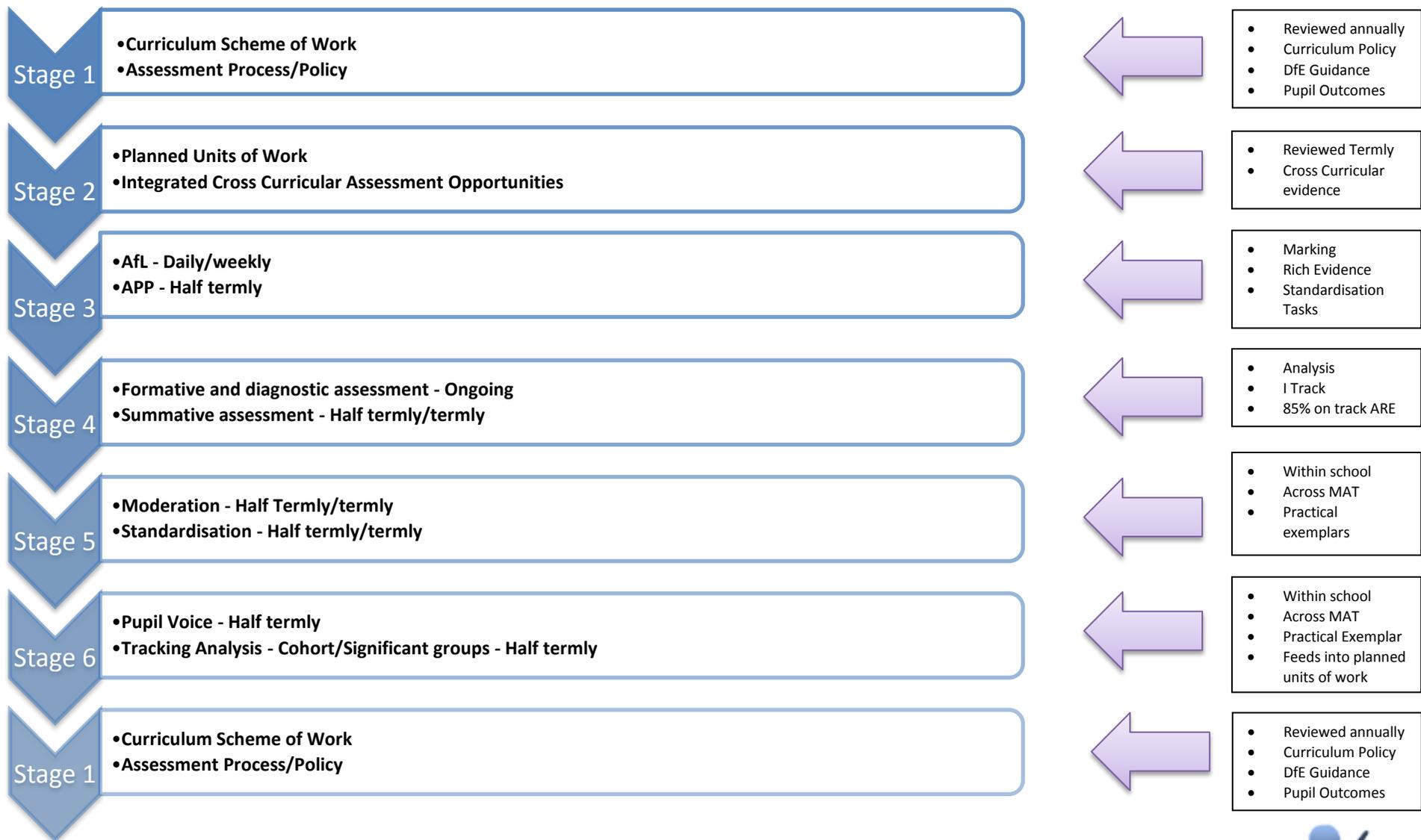




An Daras Multi Academy Trust

Assessing Pupil Progress – Reading (Y2)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Reading
Year Group:	Year 2
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15



ADMAT Year Group 2 Non-Negotiable Expectations	Key Concepts
Reading - Non-Negotiable	<ul style="list-style-type: none"> • Secure with year group phonic expectations • Recognise simple recurring literary language • Read ahead to help with fluency & expression • Comment on plot, setting & characters in familiar & unfamiliar stories • Recount main themes & events • Comment on structure of the text • Use commas, question marks & exclamation marks to vary expression • Read aloud with expression & intonation • Recognise: <ul style="list-style-type: none"> ➢ commas in lists ➢ apostrophe of omission & possession (singular noun) • Identify past/present tense and why the writer has used a tense • Use content and index to locate information
Unlocking learning through Oracy - Non-Negotiable	<ul style="list-style-type: none"> • Talk about topics that are of interest to them or which they enjoy • Ask questions to gain information and clarify meaning • Begin to develop and explain their ideas • Express themselves using complete sentences when required • Make more specific vocabulary choices, e.g. technical language • Usually listen carefully and respond appropriately • Take turns when talking in pairs or small groups • Begin to be aware that formal and informal situations require a different role and language • Offer appropriate comments in paired or small group discussion • Retell a familiar story using narrative language and linking words/phrases • Recount an event or experience in sentences using specifically chosen vocabulary • Perform a simple poem from memory • Hold the attention of listeners by adapting the way they talk • Begin to understand how to speak for different purposes and audiences

1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A4. Re-read with fluency and confidence. Taking account of punctuation																							
EM	TI	EXP	EXC																				
1	2	3	4																				
A5. Begin to read silently with understanding																							
EM	TI	EXP	EXC																				
1	2	3	4																				
A6. Read accurately most words of two or more syllables																							
EM	TI	EXP	EXC																				
1	2	3	4																				
A7. Read most words containing common suffixes e.g. use the spelling section of the NC. e.g. ed/ ing/ er/ est/ y/ ment/ ness/ ful/ less/ ly																							
EM	TI	EXP	EXC																				
1	2	3	4																				
A8. Read the common exception words (see NC page 58). (see 100 word/ 200 word list in Letter and Sounds document)																							
EM	TI	EXP	EXC																				
1	2	3	4																				

Rich Evidence – Guidance Year 1	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading	Independent Reading- 1:1 Book Bands Oral Comprehension Home/ School Reading Records Guided Reading Assessment Notes Written Response to reading. E.g. Reading menus Comprehension Activities Reading from Topic/ Cross Curricular Reading Independent and choice reading (e.g. Homework/ Reading Time/Library) Research Reading in Other Subjects Reading in Role- Play Self- Initiated Reading
Summative	Comprehension Reading (1x half term minimum)	Comprehension Reading (1x half term minimum)	Comprehension Reading(1x half term minimum)