An Daras
Multi Academy Trust



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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

Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•Planned Units of Work •Integrated Cross Curricular Assessment Opportunities	• Reviewed Termly • Cross Curricular evidence
Stage 3	•AfL - Daily/weekly •APP - Half termly	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	• Analysis • I Track • 85% on track ARE
Stage 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	• Within school • Across MAT • Practical exemplars
Stage 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes



ADMAT Year Group 2 Non-Negotiable Expectations	**Key Concepts**

Reading - Non-Negotiable	• 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:
	  ➢ 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	• 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

ADMAT/ARE Year 2 Reading/Key Concepts (v2)	Pupil Name: Class Teacher:	Term 1 Aut1: Aut2:	Term 2 Sp1: Sp2:	Term 3 Sum1: Sum2:	**Are Related Expectation Key:**	**NE** = Not Enough Evidence **EM** = Emerging **TI** = Towards Independence **EXP** = Expected **EXP+** = Expected Plus **EXC** = Exceeding

A/Decoding	**B/Reading for pleasure**	**C/Prediction**	**D/Clarifying**	**E/Questioning**	**F/ Summarising**	**G/Language for effect**	**H/Themes and conventions**
A1. **Read aloud books matched to their improving phonics knowledge and other strategies** - **Sound out unfamiliar words accurately without undue hesitation** - **read accurately automatically and without undue hesitation** - **Begin to self-correct (check it makes sense to them)**	**B1. Make inferences from text that they read themselves, on the basis of:** - **What is being said and done** - Cause and effect Drawing on what they already know or on background information or vocabulary (provided by the teacher)	**C1.** As B1	**D1.** As B1	**E1.** As B1	**F1.** As B1	**G1.** As B1	**H1.** As B1
EM 1 **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**
A2. Reads at book bands orange – White + or Reading age 6.5-7.0 +	**B2.** Read independently, demonstrating increasing stamina	**C2.** Predict what might happen on the basis of what has been read so far	**D2. Discuss and clarify the meaning of words to understand the text further (check it makes sense to them)**	**E2.** Ask and **answer questions about the text**	**F2.** Identify and explain the sequences of events in texts	**G2.** Identify simple literacy language in stories and poetry	**H2. Identify key aspects of texts, e.g. fiction: characters, setting and plot, non-fiction: titles, headings, contents, index, glossary**
EM 1 **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**	**EM 1** **TI 2** **EXP 3** **EXC 4**
A3. Read most quickly and accurately without overt sounding and bending out loud e.g.; at over 90 words per minute	**B3.** Show developing preferences through book choice		**D3.** In a familiar book that they can already read accurately and fluently, the pupil can: Check that it makes sense to them			**G3. Discuss favourite words and phrases and their impact on the meaning**	**H3.** With support, justify personal responses to texts
EM **TI** **EXP** **EXC**	**EM** **TI** **EXP** **EXC**		**EM** **TI** **EXP** **EXC**			**EM** **TI** **EXP** **EXC**	**EM** **TI** **EXP** **EXC**

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 1	**TI** 2	**EXP** 3	**EXC** 4																												
A5. Begin to read silently with understanding																															
EM 1	**TI** 2	**EXP** 3	**EXC** 4																												
A6. Read accurately most words of two or more syllables																															
EM 1	**TI** 2	**EXP** 3	**EXC** 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 1	**TI** 2	**EXP** 3	**EXC** 4																												
A8. Read the common exception words (see NC page 58). (see 100 word/ 200 word list in Letter and Sounds document)																															
EM 1	**TI** 2	**EXP** 3	**EXC** 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)