Reading: Level 2 Focus

READING 2	1A - Upper 1		2C - Lower 2	2B - Secure 2	2A - Upper 2	3C - Lower 3
Book Bands	6 - Orange	7 - Turquoise	8 - Purple	9 - Gold	10 - White	11 - Lime
Assessment Focus 1 *Use a range of strategies, including accurate decoding of text, to read for meaning*	▪ Blends and segments adjacent consonants and uses these skills to attempt to read unfamiliar words. ▪ Knows one grapheme for each of the 44 phonemes. ▪ Reads simple familiar texts aloud with fluency and expression appropriate to the grammar (*e.g. pausing at full stops and raising voice at questions*). ▪ Reads on sight a range of high frequency and other familiar words (*e.g. Phases 3 & 4**).		▪ Uses knowledge of vowel digraphs and trigraphs when attempting unfamiliar words. ▪ Begins to notice when reading does not make sense and attempts to self-correct. ▪ Reads on sight the full range of high frequency words (*e.g. Phase 5**).	▪ **Uses more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.** ▪ Begins to use knowledge of alternative ways of pronouncing the same grapheme. ▪ Identifies syllables in order to read polysyllabic words. ▪ Usually notices when reading does not make sense and self-corrects using knowledge of context and syntax. ▪ Reads on sight a limited range of medium frequency words (*e.g. Next 200 common words**)	▪ Recognises some common prefixes and suffixes and regular verb endings to construct the meaning of words in context. ▪ Reads aloud a simple unfamiliar text accurately and fluently with expression and intonation, taking account of the punctuation (*e.g. commas to mark pauses and grammatical boundaries*). ▪ Reads increasing range of medium frequency words (*e.g. Next 200 common words**) accurately and automatically.	▪ **Reads independently, using strategies appropriately to establish meaning.** ▪ Recognises a range of prefixes and suffixes to construct the meanings of words in context. ▪ Reads aloud with intonation and expression taking account of an increasing range of punctuation (*e.g. in dialogue*).
Assessment Focus 2 *Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text*	▪ Identifies and talks about the main events and characters in a text. ▪ Shows a developing awareness of character and dialogue through role-play. ▪ Locates relevant parts of a text in response to simple questions.		▪ Comments on obvious features of characters or setting. ▪ Re-tells stories, including most of the main events and characters, but parts may be over-long or over-short. ▪ Locates specific information in the text in response to simple questions.	▪ **Pupils' reading of simple texts shows understanding and is generally accurate.** ▪ Shows understanding of a text by commenting on plot, setting & character. ▪ Begins to generate questions before reading and using knowledge of non-fiction text structure (*e.g. use of index*) to begin to locate and retrieve specific information.	▪ Identifies and comments on main characters and how they relate to one another. ▪ Re-tells stories, giving main points clearly in sequence, with appropriate balance and detail.	▪ Identifies the main points and summarises orally. ▪ Makes notes to summarise main points from a passage of text.
Assessment Focus 3 *Deduce, infer or interpret information, events or ideas from texts*	▪ Expresses opinions about main events and characters in stories. ▪ Relates incidents from stories to own experience. ▪ Makes predictions based on title, cover, blurb, etc.		▪ Uses an understanding of incidents, characters and settings to make predictions. ▪ Compares stories, identifying common themes and characters. ▪ Uses an understanding of the structure of recounts, reports and instructions to make predictions.	▪ **Expresses opinions about major events or ideas in stories, poems and non-fiction.** ▪ Makes predictions using experience of reading books written by the same author or based on similar themes. ▪ Suggests alternative events that might have happened and gives reasons.	▪ Identifies key themes and discusses reasons for events in stories. ▪ Makes simple inferences about thoughts and feelings and reasons for actions. ▪ Begins to evaluate the usefulness of information in texts for answering questions.	▪ Explores underlying themes and ideas, making clear references to text. ▪ Begins to justify opinions about events and actions in text with reference to relevant parts of the text. ▪ Begins to make inferences about thoughts and feelings of main characters, justifying views using evidence from text.
Assessment Focus 4 *Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level*	▪ Understands the difference between fiction and non-fiction. ▪ Recognises ways to create emphasis in text (*e.g. capitalisation, bold print*).		▪ Recognises main structural features of texts (*e.g. contents, index and headings in non-fiction and chapters in fiction*). ▪ Understands how simple diagrams and charts add information.	▪ Recognises main features of page lay-out in texts (*e.g. title, sub-headings, labels, diagrams and charts in non-fiction and paragraphs in fiction*). ▪ Understands how to use alphabetically ordered texts to retrieve information.	▪ Understands main structural and page lay-out features of fiction and non-fiction texts. ▪ Gains an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents, illustrations.	▪ **Uses knowledge of the alphabet to locate books and find information.** ▪ Understands how to use indexes to locate specific information. ▪ Understands difference between prose and playscripts.
Assessment Focus 5 *Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level*			▪ Recognises some familiar patterns of language (*e.g. once upon a time; first, next, last*). ▪ Begins to notice effective language choices (*e.g. slimy, spooky*).	▪ Begins to understand the effects of different words and phrases (*e.g. to create humour, images and atmosphere*).	▪ Talks about how different words or phrases affect the meaning.	▪ Identifies where the choice of language has helped to create moods or build tension.
Assessment Focus 6 *Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader*	▪ Responds to simple questions about likes and dislikes about texts.		▪ Makes choices from a selection of texts and begins to give reasons for choices.	▪ Makes choices about which texts to read based on prior reading experience.	▪ Responds to texts discussing preferences with reference to favourite characters and books with similar themes.	▪ Compares texts and expresses preferences. ▪ Evaluates the usefulness of information (*e.g. follows instructions to see if they work*).
Assessment Focus 7 *Relate texts to their social, cultural and historical contexts and literary traditions*				▪ Makes comparisons between books noting similarities and differences (*e.g. alternative versions of a traditional story*).	▪ Demonstrates some awareness that books have been written in different times and places.	▪ Understands that some stories are handed down by word of mouth.

Blue = National Curriculum Level Descriptors   *PNS Letters and Sounds