

READING NON-NEGOTIABLE MILESTONES

Year 2

Word recognition skills

- The child uses year group phonic expectations to read books fluently.



Comprehension

- The child selects texts of increasing complexity to deepen understanding and build stamina.
- The child expresses views about a wide range of texts.
- The child reads with intonation and expression.
- The child uses commas, question marks and exclamation marks to vary expression.
- The child infers characters' feelings based on their actions.
- The child predicts what might happen based upon what has been read so far.
- The child identifies and describes plot, setting and characters when reading stories.
- The child identifies elements of structure and layout in a text.
- The child uses context to clarify meaning.

Reach2 Non-Negotiable Milestones (NNM)

In order to achieve the Reach2 Non-Negotiable Milestones, the child needs to demonstrate that they can write for a purpose in a wide range of genres within all areas of the curriculum for enjoyment and meaning. The child reflects on their writing enabling them to draft edit and improve, allowing the child to publish their work and celebrate their writing.

ASSESSING ATTAINMENT

Working towards is for those children who are working well below age related expectations (SEN). Staff will look to previous year group objectives to inform the pupil's IEP.

Aspiring to meet children who are accessing the expectations of their year group, however are not deemed to be 'on track without significant additional support and intervention'. (TARGET GROUP)

On track to meet: children who are on track to comprehensively attain the SKU of the assessment criteria by end of the year.

Met is for those children who demonstrate they have mastered the SKU of the assessment criteria and can apply them across a broad range of contexts.

Genre Coverage - Reading (Key Stage 1)

- Listen to traditional tales.
- Listen to a range of texts.
- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Discuss books.
- Build up a repertoire of poems to recite.
- Use the class and school libraries.
- Listen to short novels over time.

COVERAGE OF LEARNING OBJECTIVES

Please highlight the LO as they are covered.

Key

-  Covered once
-  Covered twice
-  Covered three times
-  Covered more than three times

E.g.: **Use well-chosen adjectives to add detail.**

Silkmore Reading Assessment Milestone 1 : Year 2

Working Towards—Below Book Band Level 12.	Aspiring to Meet Approximate Book Band Level 12-15	On Track to Meet Approximate Book Band Level 16-20	Met Approximate Book Band Level 21+
To read words accurately			
Apply phonic knowledge and skills as the route to decode words.	Beginning to apply phonic knowledge and skills from phases 2,3 and 4 to decode words.	Generally applies phonic knowledge and skills from phase 2,3,4 and 5 to decode words.	Independently applies phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, especially recognising alternative sounds for graphemes.	Beginning to blend sounds in unfamiliar words (CVC, CVCC, CCVC, CCVCC, CVCe and CCVCE) containing GPCs that have been taught.	Accurately blends sounds in unfamiliar words containing GPCs that have been taught, beginning to recognise alternative sounds for graphemes.	Independently blends sounds in unfamiliar words using taught GPCs, including, alternative sounds for graphemes.
Read accurately words of two or more syllables that contain the same graphemes as above.	Reads accurately words of two or more syllables that contain graphemes taught so far (up to phase 5).	Generally reads accurately words of two or more syllables that contain graphemes taught so far (phase 5 and beyond).	Independently reads words of two or more syllables with accuracy and fluency.
Read words containing common suffixes.	Reads words containing common suffixes; including -s, -es, -ing, -ed, -er and -est endings.	Generally reads words containing common suffixes; including -s, -es, -ing, -ed, -er, -est, -ful, -ly, -ment, -ness, -y and -tion endings.	Uses knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meanings of words in context.
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Beginning to read common words, noting unusual correspondences between spelling and sound and where these occur in the word.	Generally reads common words, (including the first 100 high frequency words), noting the unusual correspondence between spelling and sound and where these occur in a word.	Independently reads common exception words, noting the unusual correspondence between spelling and sound and where these occur in a word.
Read most words quickly and accurately, without overt sounding and blending.	Begins to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Generally reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Independently reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	With support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy. With support of a teacher, sounds out unfamiliar words accurately, automatically and without undue hesitation.	Reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy. Sounds out unfamiliar words accurately, automatically and without undue hesitation	Without support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.
Re-read these books to build up fluency and confidence in word reading.	Beginning to re read books with some accuracy and fluency. Beginning to read some phrases fluently.	Generally re-reads books smoothly with some fluency, pace, phrasing and expression.	Independently re-reads books smoothly, with fluency, pace, phrasing and expression.
Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter (s).	Beginning to read common contractions (for example, I'll, I'm, we'll) and begin to be aware that the apostrophe represents the omitted letter.	Generally reads most contractions accurately and understands that the apostrophe represents the omitted letter.	Applies knowledge of the different uses of the apostrophe to maintain understanding.

Silkmore Reading Assessment Milestone 1 : Year 2

Working Towards—Below Book Band Level 12.	Aspiring to Meet Book Band Level 12-15 / Phase 5	On Track to Meet Book Band Level 16-20/Phase 5/6	Met Book Band Level 21+/Phase 6/Grey RWInc
To understand texts			
Listen to and discusses a wide range of texts.	With support, listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. With adult support can express views about different texts.	With reminders, listens to, discusses and expresses views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. Takes turns and listening to what others say. There is some awareness that writers write for particular purposes. Begins to express views about different texts.	Listens and discusses a wider range of texts. Understands how style and vocabulary are linked to the purpose of the text. Expresses views about different texts.
Explain and discuss understanding of texts.	With support, explains a text that has been read to them and begins to discuss their understanding of it; including elements of structure and layout. With support is beginning to identify characters, setting and plot.	Generally, explains and discusses their understanding of books, poems and other material, both those that they listen to and those that they read themselves. Is starting to draw out elements of structure and layout, with reminders. Is beginning to identify characters, setting and plot.	Without support, clearly explains a text and discusses their understanding of it, beginning to link it to other books they have heard or read. Is able to identify elements of structure and layout. Identifies characters, setting and plot.
Discuss events.	With support, understands main events or key points in a text they can read accurately and those they listen to. With support of a teacher, sequences a simple story and discuss the significance of the title and events.	Generally, develops pleasure in reading, by discussing the sequence of events in books and how items of information are related. With prompts, retells the story from the text and illustrations.	Without support, comments on events in the story using quotations or references from the text appropriately.
Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	With support, begins to retell a range of stories, such as, fairy stories and fairy tales and traditional tales. With guidance begins to consider the characteristics of each story type.	Generally, retells a range of stories, such as, fairy stories and fairy tales and traditional tales. Considers the characteristics of each story type.	Independently identifies the characteristics of a wide range of story types and is able to effectively retell a story.
Recognise and join in with (including role play) recurring language in stories and poems.	With support, recognises and joins in with recurring language and predictable phrases in stories and poetry. During role play begins to try out recurring language and/or familiar story language such as 'Once upon a time...', 'Not now Bernard'.	Generally, recognises and joins in with recurring language in stories and poetry. During role play uses recurring language and/or familiar story language such as 'Once upon a time...', 'Not now Bernard'. Begins to use expression, volume and action in order to show an understanding of 'performance'.	Without support, recognises and joins in with recurring language in stories and poetry. During role play uses expression, volume and action in order to show an understanding of 'performance'.
Discuss favourite words and phrases.	With support, begins to respond to and discuss a text by identifying words/phrases that they like.	Generally, identifies and discuss favourite words and phrases in a text. For example: language choices, such as rhyme or alliteration, or 'sparkling' is a good word choice.	Independently identifies significant words and phrases and begins to consider the effect on the reader, for example, identifies the language used to create moods and build tension.
Recite poems, learning some by heart.	Joins in with poems, learning some parts by heart.	Generally appreciates and recites poems, beginning to know some by heart. With support is beginning to use appropriate intonation to make the meaning clear.	Is beginning to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Silkmore Reading Assessment Milestone 1 : Year 2

Working Towards —Below Book Band Level 12. See previous year group or care plan.	Aspiring to Meet Book Band Level 12-15 / Phase 5	On Track to Meet Book Band Level 16-20/Phase 5/6	Met Book Band Level 21+/Phase 6/Grey RWInc
To understand texts			
Check that reading makes sense and self-correct.	With support, checks that the text makes sense to them as they read and corrects inaccurate reading.	Generally, checks that the text makes sense to them as they read and correcting inaccurate reading. Generally checks that the word(s) they have decoded fits with what else they have read and makes sense in the context of what they already know.	Independently self—corrects to ensure that reading makes sense.
Infer what characters are like on the basis of what is being said and done.	With support, makes simple inferences about characters, based on what is being said or done in books that they read accurately and those they listen to. Uses role play to identify with and explore characters.	Generally, makes simple inferences about characters, based on what is being said or done in books that they read accurately and those they listen to. For example, understands simple cause and effect and what may have prompted a character's behaviour in a story. Uses role play and other drama techniques to identify with and explore characters.	Independently, recognises how characters are presented in different ways and responds to this with reference to the text. Without support, makes reasoned judgements on characters' actions.
Ask and answer questions about texts.	With support of a teacher, locates specific information in response to a simple question. With support, asks simple questions about the text.	Generally, in books that they read accurately and those they listen to, locates specific information in response to a simple question. Is able to answer and ask straightforward questions about a text.	Independently, locates information confidently and efficiently by using appropriate skills and strategies. Asks relevant questions about texts. Answers questions, using evidence from the text.
Predict events.	With prompts, predicts what might happen, in both books that they read accurately and those they listen to, on the basis of what has been read so far.	Generally, in both books that they read accurately and those they listen to, predicts what might happen on the basis of what has been read so far.	Independently, makes plausible predictions based on knowledge of the text. Justifies predictions by referring to text without support.
Read with intonation and expression.	With adult support, begins to recognise the need to use cues in the text to vary expression, such as: capital letters, exclamation marks and question marks.	Begins to show understanding though intonation, tone and volume. Begins to use punctuation cues such as: commas, question marks and exclamation marks to vary expression.	Shows understanding though intonation, tone and volume. Uses punctuation cues such as: commas, question marks and exclamation marks to vary expression.