

End of Year 2
Reading - Recording Grid using Statutory Interim TA framework criteria
Please indicate in the A,B,C & D boxes the location of the work and the date.



Children must display evidence over a range (information, explanations, instructions, recounts, reports and stories) and length of texts.

Working at the expected standard (has Completed RWI and is working broadly in Band 10)

As a minimum, statements in Bold in the table need to be highlighted to achieve WTS.

For GDS, the child will need to achieve all objectives over a range of books, reading independently and also making links between books they are reading and other books they have read.

STRAND	Name:	A	B	C	D	collection
	Pupils need to be able to:					
ENJOYMENT & FLUENCY	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.					
	Re-read these books to build up their fluency and confidence in word reading.					
	Uses tone and intonation when reading aloud (including poetry).					
	Read longer and less familiar texts independently.					
	Make personal reading choices and explain reasons for choices.					
	Retelling a wider range of stories, fairy tales and traditional tales.					
	Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.					
	Checking that texts make sense while reading and self-correct.					
	Participating in discussion about what is read to them, taking turns and listening to what others say					
	Considering other points of view					
DECODE	Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.					
	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. (40+phonemes)					
	Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)					
	Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i>					
	Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly.</i>					
	Read many/most common exception words, noting tricky parts					
	Read frequently encountered words quickly and accurately without overt sounding and blending.					
DEFINE	To introduce and discuss the key vocabulary within the context of a text.					
	Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.					

RETRIEVE	Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.					
SUMMARISE	Sequencing and discussing the main events in stories.					
	Explaining clearly their understanding of what they read themselves and what is read to them.					
INFER	To make inferences about characters and events from the text (At WTS: to answer questions in discussion with the teacher with a familiar book)					
PREDICT	To make predictions using evidence from the text.					
RELATE	Understand both the books they can already read accurately and fluently and those that they listen to.					
EXPLORE	Identifying, discussing and collecting favourite words and phrases.					
	Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can</i> and across texts e.g. <i>long, long ago in a land far away...</i>					
	Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i>					
	Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character</i>					
COMPARE	Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i>					