Termly assessment	Inference (INF)			Responding to the Text (RT)		Language for Effect (LFE)		Themes and Conventions (TAC)	
	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
Y2 term 1	With support, check the text makes sense as they read and correct inaccurate reading. **Example:** Child mis-reads 'The cat licked her paw' as 'The cat liked her paw,' and, when adult reads the sentence back with the wrong word, child recognises there is a mistake and corrects it.	Participate in discussions about books they have listened to or read, making inferences about reasons for events. **Example:** In *Little Red Riding Hood*, why did the wolf put on Grandma's clothes? Child answers: 'So Little Red Riding Hood would think he was Grandma.'		Give a personal opinion about an event or character and give a simple justification in a discussion about a story. **Example:** Child can answer questions such as: 'Do you think Emma is nice?' Child answers: 'Yes' and, when asked why, adds: 'Because she helps the kitten find its mum.'	Recite two or three short poems by heart, with some prompts. **Example:** Child is able to recite a favourite poem, remembering most of the words and with some prompts from the teacher for forgotten lines.	Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle. **Example:** Child can recognise the repetition in passages such as: 'Monday was a bad day. Wednesday was a worse day. Saturday was the worst day of all.'	Able to find a word in a sentence that has the same meaning as a given word or phrase. **Example:** Child can find a word on the page that means that same as 'good,' e.g. 'excellent.'		Beginning to recognise that some non-fiction books have features that are different from the main text. **Example:** When asked to find the bit of text that tells you what the picture shows, child is able to point to a caption or label.
	With occasional support, check text makes sense as they read, and able to correct mistakes. **Example:** Child mis-reads 'The dog stared at the moon' as 'The dog starred at the moon,' and, when asked to look again at the sentence, recognises it doesn't make sense and then re-reads it correctly.	Participate in discussions about books they have listened to or read, making inferences about how characters feel. **Example:** In *Hansel and Gretel*, how did Hansel and Gretel feel when they first saw the gingerbread house? Child answers: 'They were excited because they were so hungry, and they probably also thought someone kind might live there, who could help them.'	Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. **Example:** In *The Boy Who Cried Wolf*, child can respond to a detailed and supportive question, e.g. 'Do you think the villagers will believe him this third time?' Child says: 'No' and, when prompted, justifies response, e.g. 'Because they will think he is making it up again.'	Explain how a story, poem or non-fiction topic makes them feel. **Example:** After listening to a poem, child is able to answer the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.'	Recite with accuracy about three familiar short poems by heart. **Example:** Child is able to recite a favourite poem from a choice of three that they know, remembering all of the words with very few or no prompts.	Recognise clear patterns of language, such as the repetition of words or phrases. **Example:** When reading *Jack and the Beanstalk*, child can answer the question: 'What will the giant say when he comes back to the castle the third time.' Child can use their knowledge of what the giant said the first two times to answer: 'Fee fi fo fum....'	Able to find a word in a page of text that has the same meaning as a given word. **Example:** When asked to find a word that means 'jumped' in a page of text, child can point out the word 'leaped.'		Know what some common non-fiction features are called and what they do. **Example:** When asked to point to a caption, child can point to a caption on a page and, when asked, can explain that it tells you about the picture.
Y2 term 2		Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied. **Example:** In *The Fox and the Crow*, what did the fox do that was clever? Child answers: 'It was clever of the fox to ask the crow to sing, because he knew that the crow would have to open her mouth and drop the cheese and he could eat it.'		With support, form a simple question they would like to ask a character about events from the story. **Example:** After hearing some modelled questions to ask Little Red Riding Hood, child can ask: 'Why did you think the wolf was your Grandma?'		With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration. **Example:** When asked: 'How has the author made the description sound special?' child can sometimes pick out an example of alliteration or other literary language.		Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction. **Example:** Child can add an appropriate comment to a discussion about a non-fiction text by picking up on an aspect of the text that relates to their own experience or by relating something interesting they learned from the text.	With support, clearly explain what some common non-fiction features are called and what they do. **Example:** When asked which part of the text tells you what is in the picture, child says 'a label', and points to a label.
	Usually checks for themself that text makes sense as they read, and correct inaccurate reading. **Example:** Child mis-reads 'The lion wouldn't stop roaring' as 'The lion would stop roaring,' recognises it doesn't make sense and self-corrects, and usually does this unprompted.	Participate in discussions about books they have listened or read, making simple inferences on the basis of what characters do. **Example:** In *Robin Hood*, why did Robin Hood steal from rich people and give to poor people? Child answers: 'The poor people were starving and Robin Hood wanted to help them.'		With some support, explain and discuss their understanding of books, poems and other material in simple terms. **Example:** After listening to a poem, child is able to answer the questions: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in very simple terms, e.g. 'Because the girl in the poem is sad.'	Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear. **Example:** When reciting a poem, child uses appropriate intonation for some questions or exclamations, but may not do this consistently.	Recognise rhymes or alliteration in poems they have listened to or read. **Example:** After listening to a poem, teacher asks: 'Which word has the poet used to rhyme with "rain"?' and then re-reads the relevant lines. Child is able to answer 'drain.'	Identify their favourite words and phrases. **Example:** When looking at or listening to a short poem, child is able to point out words and phrases that appeal to them.		Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called. **Example:** Child can read aloud a page of an unfamiliar non-fiction text that includes a caption or label and can name these features.

		Discuss why some events in a story are important and make simple links between items of information. **Example:** When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)	Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story. **Example:** In *The Boy Who Cried Wolf* (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before).	With support, use empathy to help them understand characters and their motivation. **Example:** Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'		Recognise interesting vocabulary in a text they have listened to or read. **Example:** When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed.'	Discuss their favourite words and phrases. **Example:** When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'		With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story. **Example:** When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.
Y2 term 3	Independently check text makes sense as they read, and correct inaccurate reading. **Example:** Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place,' realises it doesn't make sense, and self-corrects without being prompted.	Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say. **Example:** In *Sinbad the Sailor*, how did the sailors feel when they saw the pile of bones? Child answers: 'The sailors were scared that something bad might happen to them'.		Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions. **Example:** After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is lonely, and I felt sorry for her.'	Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. **Example:** When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.	Recognise simple recurring literary language in stories and poetry. **Example:** Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. **Example:** When child comes across a new word such as 'shattered,' they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken.'	Discuss and express views about a wide range of texts they have listened to. **Example:** Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.	Able to read a range of non-fiction texts structured in different ways. **Example:** Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.
Expected attainment at end of KS1									

Reading Progression St Francis Xavier – Year 2   2023-2024

Termly assessment	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
Y2 Plus	Participate in discussions about books they have listened to or read, recalling the story and making reference to significant events and characters. **Example:** As part of a group discussion, child can recall significant events and explain why they were important in the story, e.g. the ship was burning, so the pirate jumped into the sea and swam to the island, but there was a dragon there.	Become increasingly familiar with wider range of stories, fairy stories and traditional tales and can retell these. **Example:** Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise *Cinderella*, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.	With support, find specific information on a page of non-fiction text, often using features such as key words, headings, captions, etc. appropriately. **Example:** With support, child can answer question such as: 'Can you explain where swallows go in the winter?'		Discuss why some events in a story are important and make simple links between items of information. **Example:** When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)	**Make a sensible prediction of what might happen and, when prompted, justify the prediction on the basis of what has happened so far in the story.** **Example:** In *The Boy Who Cried Wolf* (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it...)	With support, use empathy to help them understand characters and their motivation. **Example:** Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'		Recognise interesting vocabulary in a text they have listened to or read. **Example:** When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed.'	**Discuss their favourite words and phrases.** **Example:** When looking at a page of text, child is able to point out words and phrases that appeal to them and explain in simple terms why they like these words, e.g. for the word 'spooky' child says 'I like it because it sounds scary.'		With support, can sometimes comment on the appropriateness of the author's choice of title for a poem or story. **Example:** When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.
	Ask and answer questions about books they have listened to or read, often making links between one event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher. **Example:** When reading a story about two friends having an argument, child can ask and...	**Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.** **Example:** When discussing *Little Red Riding Hood*, child can answer questions such as: 'What was the wolf's plan?' (He would put on Grandma's clothes so that Little Red Riding Hood would think he was Grandma and then he...		Independently check text makes sense as they read, and correct inaccurate reading. **Example:** Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place,' realises it doesn't make sense, and self-corrects without being prompted.	**Participate in discussions about books they have listened or read, making inferences on the basis of what is said and done and listening to what others say.** **Example:** In *Sinbad the Sailor*, how did the sailors feel when they saw the pile of bones? Child answers: 'The sailors were scared that something bad might happen to them'.		**Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions.** **Example:** After listening to a poem, child gives a personal response to the question: 'How did the poem make you feel?' Child answers: 'It made me feel sad.' With prompting, child can explain why in simple terms, e.g. 'Because the girl in the poem is...	Recite at least five poems by heart, adding appropriate intonation to make the meaning clear. **Example:** When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.	Reconise simple recurring literary language in stories and poetry. **Example:** Child can find examples of alliteration or simple figurative language in a text, when the text contains numerous examples of this kind of language.	**Discuss and clarify the meanings of words, linking new meanings to known vocabulary.** **Example:** When child comes across a new word such as 'shattered,' they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken.'	Discuss and express views about a wide range of texts they have listened to. **Example:** Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.	**Able to read a range of non-fiction texts structured in different ways.** **Example:** Child can read a range of texts including simple instructions, books with non-fiction features such as captions and labels and simple online texts.