



Sutton Courtenay C of E Primary School Reading Assessment based on the *Ros Wilson Oxford Reading Assessment Criterion Scale*.

YEAR 2 OBJECTIVES						
1	Can identify when reading does not make sense and self-corrects in order for the text to make sense. (READ)					
2	Can read aloud, taking into account. ? (READ)					
3	Can apply phonic skills and knowledge to recognise an increasing number of complex words, (READ)					
4	Can read most of the Y1/2 high frequency words. (READ)					
5	Can confidently recognise a range of patterns in texts, including stories, poems and non-fiction .e.g conventiosn of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts. (A)					
6	Can locate some specific information e.g. key events, characters' names or key information in non-fiction texts(R)					
7	Can make predictions about a stext using a rang eof clues, e.g. experiences of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb. (D)					
8	can compare similarities and differences between texts in terms of characters, settings and themes (D/E)					
9	Can provide simple explanations about events or information. e.g. Why a character acted in a particular way (D)					
10	Is beginning to talk about the features of certain non-fiction texts. (non-chron. Report, information poster, letter). (A)					
11	Is beginning to use contents and index pages to locate information in non-fiction texts. (A/R)					
12	Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding. (READ)					
13	can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant) (READ)					
14	Can read words with contractions (e.g. I'm, I'll, we'll, he's) and understands that the apostrophe represents the omitted letters. (READ)					
15	Can read aloud with intonation, taking into account a wider range of punctuation (!,?,.) (READ)					
16	Can read all of the high frequency words, up to and including the Y1/2 high frequency word list (demonstrates fluent and automatic reading of frequently encountered words). (READ)					
17	Can explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful).(D)					
18	Can summarize a story, giving the main points clearly in sequence. ®					
19	Can distinguish between fiction and non-fiction. (A)					
20	Having read a text, can find the answer to questions, both written and oral. ®					
21	Can talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration). €					
22	Can discuss reasons for events in stories by beginning to use clues in the story. (D)					
23	Is beginning to read between the lines, using clues from text and illustrations, to discuss thoughts, feelings and actions. (D)					
24	Can confidently relate text to their own experience. (D)					
25	Can talk about the features of certain non-fiction texts (non-chron report, recount, letter). (A)					
26	Can demonstrate how to use information texts, e.g by using layout, index, contents, glossary. (R/A)					
ASSESSMENT SCORE						
0-5 ticks - not yet at this standard; review against Standard 2		22 - 26 ticks = Advanced (Oxford Level 11)				
6-12 ticks = Developing (Oxford Levels 7/8)		Assessment point: children with 23 or more ticks may be assessed against Standard 4).				
13 - 21 ticks = secure (Oxford Levels 9/10)						

