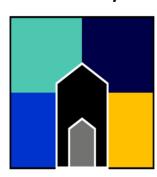
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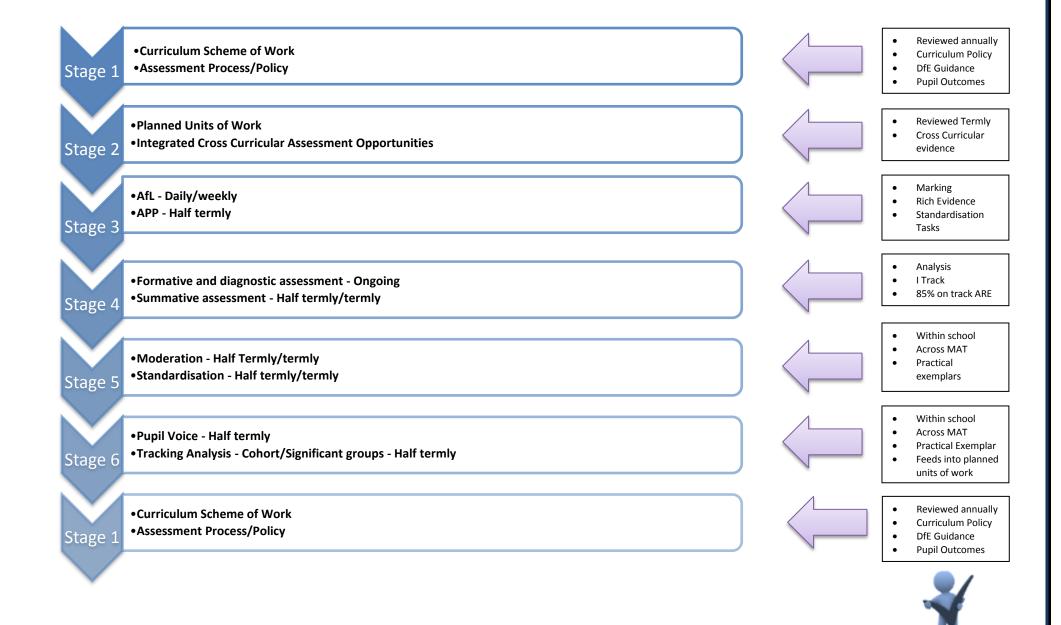




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Assessing Pupil Progress – Reading (Y2)

Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Reading
Year Group:	Year 2
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15
	Dimensions Skill Ladders 14
	English Scheme of Learning 15
	Non-Negotiable 14
	English Policy 15
	Handwriting Policy 15
	Assessment Policy 15
	Marking Policy 15



ADMAT Year Group 2 Non-Negotiable Expectations	Key Concepts
Reading - Non-Negotiable	 Secure with year group phonic expectations Recognise simple recurring literary language Read ahead to help with fluency & expression Comment on plot, setting & characters in familiar & unfamiliar stories Recount main themes & events Comment on structure of the text Use commas, question marks & exclamation marks to vary expression Read aloud with expression & intonation Recognise: commas in lists apostrophe of omission & possession (singular noun) Identify past/present tense and why the writer has used a tense Use content and index to locate information
Unlocking learning through Oracy - Non-Negotiable	 Talk about topics that are of interest to them or which they enjoy Ask questions to gain information and clarify meaning Begin to develop and explain their ideas Express themselves using complete sentences when required Make more specific vocabulary choices, e.g. technical language Usually listen carefully and respond appropriately Take turns when talking in pairs or small groups Begin to be aware that formal and informal situations require a different role and language Offer appropriate comments in paired or small group discussion Retell a familiar story using narrative language and linking words/phrases Recount an event or experience in sentences using specifically chosen vocabulary Perform a simple poem from memory Hold the attention of listeners by adapting the way they talk Begin to understand how to speak for different purposes and audiences

Year Read	ADMAT/ARE Year 2 Reading/Key Concepts (v2) Pupil Name: Class Teacher:				Term 1 Aut1: Aut2:					m 2			Sum Sum	1:			Are R Key:	elated	Expecta	ation	EM = TI = T EXP = EXP+	Emergi owards Expect	Indepe ted cted Pl	endence	·							
A/De	codi	ng		B/Rea pleas	_	for		C/Pre	dictio	n		D/C	larifyin	g		E/Qu	uestion	ning		F/ Su	mmar	ising		G/La	nguag	e for e	ffect	H/Themes and conventions				
match impro knowl strate - S	ned to vving ledge gies Sound unfar accur undu read autor witho hesit: Begin corre make them	,	er ds nout on y and	from thems of: - Value - Common thems - Common them	what is and do Cause a ng on vily know round a teach	and effe what the v or on informa y (provi er)	read basis said ect ey tion ded	C1. As					As B1			E1. A				F1. As B1				G1 . A				H1. As B1				
EM	TI		EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC 4	EM	TI	EXP	EXC	
A2. Re orange	1 2 3 4 1 2 3 4 A2. Reads at book bands orange – White + or Reading age 6.5-7.0 + B2. Read independently, demonstrating increasing stamina			ntly,		on tl	de basis en read	of	the i unde furth	Discuss meaning erstand ner (che e to the	g of wor the text ck it ma	ds to	1 2 3 4 E2. Ask and answer questions about the text					quence	3 and exples of ev		1 2 3 G2. Identify simple literacy language in stories and poetry				1 2 3 4 H2. Identify key aspects of texts, e.g. fiction: characters, setting and plot, non-fiction: titles, headings, contents, index, glossary			cts				
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	Ti	EXP	EXC	EM	TI	EXP	EXC	
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and ac overt : bendi	ccura soun ng ou 90 wo	nost quick ately with ading and ut loud e.g ords per	out		ences	velopinį through	_					that read fluer	n a fam they can accurat htly, the k that it em	n alread ely and pupil ca	y in:									word	s and p impact	favourit hrases on the	and	H3. With support, justify personal responses to texts				
EM	TI	EXP	EXC	EM	TI	EXP	EXC					EM	TI	EXP	EXC									EM	Ti	EXP	EXC	EM	TI	EXP	EXC	

1	2	3	4	1	2	3	4			1	2	3	4					1	2	3	4	1	2	3	4
		d with fluence. Ta																							
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word syllat	s of tw les	ccuratel vo or m	ore																						
EM 1	TI 2	EXP 3	EXC 4																						
suffix spelli NC. e.g. e	ining es e.g ng sec d/ ing	cost wor commo cuse the ction of c/ er/ es c/ ful/ le	n e the t/y/ ss/ly																						
EM 1	TI 2	EXP 3	EXC 4																						
excep page (see 2	otion v 58). 100 wo Lette	ne comn words (s ord/ 200 r and Sc	ee NC) word																						
EM 1	TI 2	EXP 3	EXC 4																						

Rich Evidence – Guidance	Autumn Term	Spring Term	Summer Term
Year 1	(Terms 1+2)	(Terms 3+4)	(Terms 5+6)
Formative	Independent Reading- 1:1	Independent Reading- 1:1	Independent Reading- 1:1
	Book Bands	Book Bands	Book Bands
	Oral Comprehension	Oral Comprehension	Oral Comprehension
	Home/ School Reading Records	Home/ School Reading Records	Home/ School Reading Records
	Guided Reading Assessment Notes	Guided Reading Assessment Notes	Guided Reading Assessment Notes
	Written Response to reading. E.g.	Written Response to reading. E.g. Reading	Written Response to reading. E.g. Reading
	Reading menus	menus	menus
	Comprehension Activities	Comprehension Activities	Comprehension Activities
	Reading from Topic/ Cross Curricular	Reading from Topic/ Cross Curricular	Reading from Topic/ Cross Curricular
	Reading	Reading	Reading
	Independent and choice reading (e.g.	Independent and choice reading (e.g.	Independent and choice reading (e.g.
	Homework/ Reading Time/Library)	Homework/ Reading Time/Library)	Homework/ Reading Time/Library)
	Research Reading in Other Subjects	Research Reading in Other Subjects	Research Reading in Other Subjects
	Reading in Role- Play	Reading in Role- Play	Reading in Role- Play
	Self- Initiated Reading	Self- Initiated Reading	Self- Initiated Reading
Summative	Comprehension Reading (1x half term	Comprehension Reading (1x half term	Comprehension Reading(1x half term
	minimum)	minimum)	minimum)