

Local Authority Teacher Moderation Framework at the end of Year 2 - Reading

Working towards the expected standard The pupil can:	SAMPLES					
	1	2	3	4	5	TE
<ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* 						
<ul style="list-style-type: none"> Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* 						
<ul style="list-style-type: none"> Read many common exception words* 						
In a book closely matched to the GPCs as above, the pupil can:						
<ul style="list-style-type: none"> Read aloud many words quickly and accurately without overt sounding and blending. 						
<ul style="list-style-type: none"> Sound out many unfamiliar words accurately. 						
In a familiar book that is read to them, the pupil can:						
<ul style="list-style-type: none"> Answer questions in discussion with the teacher and make simple inferences. 						
Working at the expected standard (national) The pupil can:						
<ul style="list-style-type: none"> Read accurately most words of two or more syllables. 						
<ul style="list-style-type: none"> Read most words containing common suffixes* 						
<ul style="list-style-type: none"> Read most common exception words* 						
In age-appropriate¹ books, the pupil can:						
<ul style="list-style-type: none"> Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words ². 						
<ul style="list-style-type: none"> Sound out most unfamiliar words accurately, without undue hesitation. 						
In a book that they can already read fluently, the pupil can:						
<ul style="list-style-type: none"> Check it makes sense to them, correcting any inaccurate reading. 						
<ul style="list-style-type: none"> Answer questions and make some inferences. 						
<ul style="list-style-type: none"> Explain what has happened so far in what they have read. 						
<p>*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.</p> <p>¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.</p> <p>² Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.</p>						
Working at greater depth within the expected standard The pupil can, in a book they are reading independently:						
<ul style="list-style-type: none"> Make inferences, eg thoughts and feelings of characters. 						
<ul style="list-style-type: none"> Make a plausible prediction about what might happen on the basis of what has been read so far. 						
<ul style="list-style-type: none"> Make links between the book they are reading and other books they have read. 						