



Year 2 Guided Reading Tracking Grid



		Assessment Criteria	Names of Children						
Word reading		I am able to use the sounds I know to decode words automatically and my reading is fluent.							
		I am able to read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.							
		I am able to read words of two or more syllables that contain sounds I have been taught.							
		I am able to read words containing common suffixes							
		I am able to read further common exception words and see where the sounds do not match							
		I am able to read most words quickly and accurately without needing to sound and I am able to blend words I have seen before.							
		I am able to read aloud books within my reading level, without making many errors and sounding out new words without long pauses							
	Notes:								

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COMPREHENSION	Develop pleasure in reading, motivation to read, vocabulary and understanding by	being able to enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.	
		being able to enjoy reading and discussing the order of events in books and how items of information are related.	
		being able to enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.	
		being able to enjoy reading by recognising repeated themes and ideas in stories and poems.	
		being able to explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.	
		being able to talk about my favourite words and phrases.	
		being introduced to fiction stories that are structured in different ways.	
	Understand both the books they can already read accurately and fluently and those that they listen to by	being able to enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.	
		being able to use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.	
		being able to spot if a word has been read wrongly by following the sense of the text	
		being able to say how the characters might feel in a story I have read or heard on the basis of what is said and done.	

		being able to ask and answer simple questions about the books or stories I am reading.							
		being able to say what might happen next in a story based on what has happened so far.							
		being able to take part in a group talk about what we have listened to. I am able to take turns and listen to what others have to say.							
	Notes								