

Key Performance Indicator	Performance Standard
<p>Is able to:</p> <p>Application of phonic knowledge Accurate reading of non-phonically decodable words Can apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately.</p> <p>Can recognise and effortlessly decode alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.</p> <p>Reading aloud (accuracy, fluency and expression) Can sound out unfamiliar words accurately when reading aloud, without undue hesitation, and read with confidence and fluency.</p> <p>Can use appropriate intonation to help make the meaning clear.</p> <p>Can self-correct where the sense of the text is lost.</p> <p>Reads and understands a (wide) range of text types Can demonstrate an understanding of a wide range of poetry, stories, and non-fiction that is read independently.</p> <p>Can demonstrate familiarity with a wide range of stories, fairy stories and traditional tales.</p> <p>Following a listening task is able to:</p> <p>Shows (increasingly sophisticated) understanding of texts read aloud by others Can understand books that are listened to, identifying key aspects of the text by drawing on own knowledge, and information and vocabulary provided.</p> <p>Can ask and answer appropriate questions about texts being read to them.</p>	<p>By the end of Y2 a child should be reading a wide range of texts, developing a wide sight vocabulary and decoding unfamiliar words using the phonic rules taught.</p> <p>A child should read appropriate texts with fluency and expression, using a variety of clues including phonic, context and picture.</p> <p>A child should be familiar with the recurring features of a range of stories, traditional tales and fairy stories and show an understanding of such stories, as well as poems and non-fiction texts, that they read independently.</p> <p>A child should ask answer relevant questions based around books that they have read to them, identifying the key points of the text and using inference and prediction to inform their answers.</p> <p>A child should be able to order and sequence events, explaining how they relate to each other.</p> <p>A child should recognise the literary language features of the different genres they read.</p> <p>A child should be able to make simple comparisons between the texts they read, including poetry, stories and non-fiction texts.</p>

Is able to:

Can select, retrieve and reference information in order to explain ideas about a text

Can demonstrate understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided.

Can deduce, infer or interpret information, events and ideas from texts

Can make inferences on what has been read

Can ask and answer questions appropriately, including those based on inference and prediction.

Can comment on language, form and structure in fiction and non-fiction

Can identify sequences of events in texts and give a simple explanation of how events or items relate to one another.

Can recognise the different structures of fiction and non-fiction books and sometimes comment on their uses.

Can recognise literary language (and increasingly comment on its effect)

Can recognise and understand simple literary language features in stories and poetry.

Can make (increasingly sophisticated) comparisons between texts

Can make simple comparisons between different texts including poetry, stories and non-fiction texts.