Stage 2 - Reading Assessment Sheet

Childs name:	Academic year:	Class Teacher:	Class:

	Date	Date	Date
Decoder Targets			
I can read a growing number of unfamiliar words quickly and accurately without having to sound them out			
I can read words containing common suffixes			
I can use a range od decoding strategies (see clarifier targets)			
I can self-correct when I have read a sentence incorrectly			
Develop a reading fluency of around 90 words per minute			
Visualiser Targets			
I can describe a character, setting or information using clues from the text (e.g. labelled picture of a penguin)			
Connector Targets			
I can take part in discussions about what is being read to me, taking turns and listening to what others say			
I can take part in role play to connect with characters and to try out the language I have listened to in the story			
I can connect what I read, or hear read, to my own experiences and learning in order to help me understand what I am reading			
Predictor Targets			
I can make more detailed predictions based on clues in the text			
Looking Question Targets			
I can find answers to questions about the most important things that are stated or shown in non-fiction, stories and poems			
I can ask questions that help identify the most important things in a text			

Clue Question Targets

I can explain pronouns in a sentence (e.g. "The boy walked down the street. He felt sad." Who does the 'he' refer to?) (anaphoric inference)			
I understand how each sentence builds on the one before it and can show how I develop and change my understanding of the text by 'thinking aloud' as I read (bridging inferences)			
I can explain cause and effect in both stories and non-fiction (e.g. what has prompted a character's behavior in a story; why certain dates are commemorated annually)			
I can ask 'why' questions about what I have read			

Thinking Question Targets

I can explain my thinking about the main idea or theme (e.g. Why did the tortoise win the race?)			

Summariser Targets

I can continue to build up a repertoire of rhymes and poems learnt by heart			
I can re-tell a story, referring to most of the key events and characters			

Word Wizard Targets

I can identify how vocabulary choices affects meaning (e.g. 'crept lets you know that he is trying to be quiet')			
I can describe my favourite words and phrases			

Clarifier Targets (These strategies to be practised in all year groups)			
I am always checking that what I am reading makes sense			
I can SLOW DOWN my reading speed when it is more difficult to understand so I can read it carefully			
I can sound out a word I do not understand, then blend it out loud to see if the sound of the word reminds me of a word I know			
Context Clues: I can use clues in the text, including pictures, to make a good guess at the meaning of a word I do not know			
I can stop when I do not know a word, and read the whole sentence again to see if I can make a good guess at what it might mean			
I can ask someone for help in clarifying a word or an idea			
I can discuss what new words mean, linking new meanings to those already known			
I can look for chunks in words I might recognise, like prefixes, suffixes and smaller words inside bigger words (morphology			
I can use a dictionary			
Substitute another word: I can try using a different word that I know in the place of an unknown word in a sentence and see if it makes sense			