

Year 2 Reading Tracker

These reading trackers link to the expectations set out in the 2014 English National Curriculum for Reading. They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, we have tried to ensure that the criteria for Working Towards the Expected Standard in one year group is not the same as the criteria for Working at Greater Depth in the previous year group. The criteria for Working Towards and Working at Greater Depth in any year group is related to that year group's National Curriculum expectations.

How to Use the Trackers

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or reading targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or school year. The statements within the trackers are set out in colour-coded boxes: **green** for word reading and **blue** for comprehension.

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Working towards the expected standard:

Pupil(s) are beginning to meet the following aims with support:	
Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*	
Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).*	
Read many common exception words.*	
Read aloud many words quickly and accurately without overt sounding and blending in texts closely matched to the same GPCs.	
Sound out many unfamiliar words accurately in texts closely matched to the same GPCs.	
Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them within discussion with the teacher.	

*These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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Working at the expected standard:

Pupil(s) are beginning to independently apply their knowledge:	
Read accurately most words of two or more syllables.	
Read most words containing common suffixes.*	
Read most common exception words.*	
Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute in age-appropriate texts.	
Sound out most unfamiliar words accurately and fluently, makes sense to them.	
Answer questions and make some inferences on the basis of what is being said and done in a familiar text.	

*These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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Working at greater depth within the expected standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
Make inferences on the basis of what is said and done in a text they can read independently.	
Predict what might happen on the basis of what has been read so far in a text they can read independently.	
Make links between the text they are reading and other texts they have read (in texts that they can read independently).	