**Year 2 Reading Assessment – Fluency and Understanding**

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| **Aims:**   * **To assess current level of reading fluency (*fluency means that when the child is reading they read at a pace where they can recall details of what they have read*.)** * **To assess level of understanding of what has been read and whether clues from the text can be used to answer questions and justify opinions.** |

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| **Year 2 text – The Three Little Pigs** |
| **https://worldstories.org.uk/reader/the-three-little-pigs/english/262#** |
| After reading the story the children were asked the following questions:  ***Who are the characters in the story? What can you tell me about them?***  ***Tell me the story in your own words.***  ***What do you think is going to happen next? Explain why.*** |

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| **Question** | **Answer** |
| 1. What **three** things did the pigs use to build their house? | Straw, sticks and bricks |
| 1. What was the wolf looking for by the first pig’s house? | Food/something to eat |
| 1. What part of the wolf’s body did he think was on fire? | His tail |
| 1. Why did it take the third pig longer to build his house? | Because it was made of bricks and he has to lay them carefully with mortar/cement |
| 1. What do you think the word ***‘prowling’*** means? | It means creeping around trying not to be seen looking for something |
| 1. Why do you think the wolf looked for food at night? | So he would not be seen |
| 1. If were to hide in your house where would you hide? Explain why. | Accept an answer that is plausible based upon the text in the **stroy.**  It should contain sufficient detail. Make an assessment based upon the complexity and detail linked to the body of the text |
| 1. Do you think the wolf will go back to see the pigs? Explain why. |
| 1. If you had to choose one of the animals in the story to be friends with, which one would you choose **and** why. |

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| **Assessing a child’s fluency** |
| Consider the child’s responses to the questions above together with your knowledge and understanding of the child’s performance in the classroom. |
| Below are the objectives from the National Curriculum which state what a child should demonstrate on a consistent basis by the end of Year 2 Work upon a **secure fit** model. This will enable the child to build upon firm foundations as they continue their learning journey. |

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|  | **Working towards the expected standard** | **Working at the expected standard** | **Working at greater depth within the expected standard** |
| **Accuracy** | **The pupil can:** | | |
|  | * read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\* | * read accurately most words of two or more syllables |  |
|  | * read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\* | * read most words containing common suffixes\* |  |
|  | * read many common exception words.\* | * read most common exception words\* |  |
| **Fluency** | **In a book closely matched to the GPCs as above, the pupil can:** | **In age-appropriate books[[1]](#footnote-1), the pupil can:** | |
|  | * read aloud many words quickly and accurately without overt sounding and blending | * read words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words[[2]](#footnote-2) |  |
|  | * sound out many unfamiliar words accurately. | * sound out most unfamiliar words accurately, without undue hesitation |  |
| **Understanding** | **In a familiar book that is read to them, the pupil can:** | **In a book that they can already read fluently, the pupil can:** | **The pupil can, in a book they are reading independently:** |
|  | * answer questions in discussion with the teacher and make simple inferences. | * check it makes sense to them, correcting any inaccuracies in reading |  |
|  |  | * answer questions & make some inferences | * make inferences |
|  |  | * explain what has happened so far in what they have read. | * make a plausible prediction about what might happen on the basis of what has been read so far |
|  |  |  | * make links between the book they are reading and other books they have read. |

1. Teachers should compare the books that their pupils read with those provided for the KS1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials. [↑](#footnote-ref-1)
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.

   ***\* 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 read as well as spell.*** [↑](#footnote-ref-2)