

Children should be able to achieve the following statements within a Y2 appropriate text

Year 1 - Autumn (yellow/bluebook band) (purple RWI)	Year 1 - Spring (blue/green book band) (pink RWI)	Year 1 - Summer (green/orange book band) (yellow RWI)
Expected Standard		
Word Reading	Word Reading	Word Reading
<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPC that have been taught Read most red words up to and including those identified in purple RWI lessons Read aloud taking note of full stops and question marks Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words Sound out most unfamiliar words accurately without undue hesitation Read words with contractions e.g. I'm, I'll, we'll and understand the apostrophe signals the omission of a letter Demonstrate confidence in word reading when re-reading texts 	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPC that have been taught Read most red words up to and including those identified in pink RWI lessons Read aloud taking note of full stops and question marks Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words Sound out most unfamiliar words accurately without undue hesitation Read words with contractions e.g. I'm, I'll, we'll and understand the apostrophe signals the omission of a letter Demonstrate confidence in word reading when re-reading texts 	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPC that have been taught Read most red words up to and including those identified in yellow RWI lessons Read aloud taking note of full stops and question marks Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words Sound out most unfamiliar words accurately without undue hesitation Read words with contractions e.g. I'm, I'll, we'll and understand the apostrophe signals the omission of a letter Demonstrate confidence in word reading when re-reading texts
<p>Self-Monitoring</p> <p>Prediction</p> <ul style="list-style-type: none"> Make plausible predictions about a Y1 text using the book title and cover <p>Inference</p> <ul style="list-style-type: none"> Make simple inference at a basic level; e.g. how a character is feeling, who is speaking <p>Retrieval</p> <ul style="list-style-type: none"> Retrieve information (words and phrases) from an age appropriate text, presenting this in different forms e.g. tables, find and copy <p>Summary</p> <ul style="list-style-type: none"> Summarise a story, giving the main points in the correct sequence <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss their favourite words and phrases and explain why they like them Identify unfamiliar words <p>Literary Conventions</p> <ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry taught so far e.g. 'long, long ago', 'further and further and further' (some evidence seen in writing using modelled examples) Identify the features of non-fiction; contents page, glossary and index 	<p>Self-Monitoring</p> <p>Prediction</p> <ul style="list-style-type: none"> Make plausible predictions about a Y1 text using the book title and cover <p>Inference</p> <ul style="list-style-type: none"> Make simple inference at a basic level; e.g. how a character is feeling, who is speaking <p>Retrieval</p> <ul style="list-style-type: none"> Retrieve information (words and phrases) from an age appropriate text, presenting this in different forms e.g. tables, find and copy <p>Summary</p> <ul style="list-style-type: none"> Summarise a story, giving the main points in the correct sequence <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss their favourite words and phrases and explain why they like them Identify unfamiliar words <p>Literary Conventions</p> <ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry taught so far e.g. 'long, long ago', 'further and further and further' (some evidence seen in writing using modelled examples) Identify the features of non-fiction; contents page, glossary and index 	<p>Self-Monitoring</p> <ul style="list-style-type: none"> Begin to check a text makes sense to them, correcting any inaccurate reading <p>Prediction</p> <ul style="list-style-type: none"> Make plausible predictions about a Y1 text using the book title and cover <p>Inference</p> <ul style="list-style-type: none"> Make simple inference at a basic level; e.g. how a character is feeling, who is speaking <p>Retrieval</p> <ul style="list-style-type: none"> Retrieve information (words and phrases) from an age appropriate text, presenting this in different forms e.g. tables, find and copy <p>Summary</p> <ul style="list-style-type: none"> Summarise a story, giving the main points in the correct sequence <p>Vocabulary</p> <ul style="list-style-type: none"> Discuss their favourite words and phrases and explain why they like them Identify unfamiliar words <p>Literary Conventions</p> <ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry e.g. 'long, long ago', 'further and further and further' (some evidence seen in writing) Identify the features of non-fiction; contents page, glossary and index
Greater Depth		
<p>In a orange book band or above book that they are reading independently (example text –they can...</p> <ul style="list-style-type: none"> make simple inferences make a plausible prediction about what might happen on the basis of what has been read so far 	<p>In a Turquoise or above book that they are reading independently (example text –they can...</p> <ul style="list-style-type: none"> make simple inferences make a plausible prediction about what might happen on the basis of what has been read so far 	<p>In a purple or above book that they are reading independently (example text –they can...</p> <ul style="list-style-type: none"> make simple inferences 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