

# YEAR 2 READING TERMLY KEY PERFORMANCE INDICATORS (KPI'S)

Term One	Term Two	Term Three
<p><b>KPIs On-track for Expected Standard (EXS) (T1)</b></p> <ol style="list-style-type: none"> <li>1. Read turquoise banded books with 90% accuracy without overt sounding out.</li> <li>2. Recall a story structured into 3 parts with detail and story language.</li> <li>3. Find information from research and take simple notes.</li> <li>4. Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways</li> <li>5. In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.</li> <li>6. Read accurately words of two or more syllables that contain the same GPCs as those taught.</li> <li>7. Answer questions on what has been read in discussion with the teacher and make simple inferences.</li> <li>8. Identify some words and phrases they like and begin to say why.</li> <li>9. Use personal experience to connect with texts</li> <li>10. Begin to comment on language choices.</li> </ol>	<p><b>KPIs On-track for Expected Standard (EXS) (T2)</b></p> <ol style="list-style-type: none"> <li>1. Read blue banded books with 90% accuracy.</li> <li>2. Automatic recognition of high frequency words taught so far.</li> <li>3. Read most multi-syllable words containing taught GPCs at Phase 5.</li> <li>4. Identify traditional story language and comment on its use.</li> <li>5. Identify key events and use to sequence.</li> <li>6. Retrieve basic information about setting, something or someone.</li> <li>7. Predict what might happen based on what has been read so far.</li> <li>8. Read taking account of wider punctuation such as exclamation marks.</li> <li>9. Automatically read most of the common exception words taught so far.</li> <li>10. Draw on existing vocabulary to speculate on the meaning of new words.</li> <li>11. Describe the difference between a story and a first-person recount.</li> </ol>	<p><b>KPIs Expected Standard (EXS) (T3)</b></p> <ol style="list-style-type: none"> <li>1. Read orange banded books with 90% accuracy without overt sounding out.</li> <li>2. Read all the common suffixes and all the common exception words at Phase 5.</li> <li>3. Read phonically decodable two-syllable and three-syllable words.</li> <li>4. Read automatically all the words in the list of 100 high-frequency words.</li> <li>5. Identify the features of factual texts: instructions and reports, identify features of story texts.</li> <li>6. Identify and comment on descriptive language.</li> <li>7. Draw on their existing vocabulary to speculate on the meaning of new words and explain any links.</li> <li>8. Predict what might happen based on what has been read so far.</li> <li>9. Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li> </ol>
<p><b>KPIs On-track for Greater Depth (GDS) (T1 GDS)</b></p> <ol style="list-style-type: none"> <li>1. Discuss favourite words and phrases and give reasons for the choice.</li> <li>2. Predict what might happen with responses linked closely to the story characters, plot and language read so far.</li> <li>3. Explain how non-fiction books are used.</li> <li>4. Can independently identify key features and use these to help find information.</li> </ol>	<p><b>KPIs On-track for Greater Depth (GDS) (T2 GDS)</b></p> <ol style="list-style-type: none"> <li>1. Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features.</li> <li>2. Recognise when reading does not make sense and self-correct without undue hesitation</li> <li>3. Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>4. Use evidence including quotations from or references to text</li> <li>5. Comment and explain the effect of different sentence types and punctuation on the reader.</li> <li>6. Comment on language choices, reasoning about their use.</li> <li>7. Show some awareness that writers have viewpoints.</li> </ol>	<p><b>KPIs Greater Depth (GDS) (T3 GDS)</b></p> <ol style="list-style-type: none"> <li>1. Confidently, accurately and fluently read Gold+ books.</li> <li>2. Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.</li> <li>3. Uses effectively intonation and expression to reflect the comprehension of what is read.</li> <li>4. Read independently and make inferences from the text.</li> <li>5. Make a plausible prediction about what might happen based on what has been read so far.</li> <li>6. Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons.</li> <li>7. Demonstrates breadth and depth to vocabulary.</li> </ol>