

Year 2 READING TAF

Working towards the expected standard

- I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. *
- I can read accurately some words of two or more syllables that contain the same GPCs. *
- I can read many common exception words. *
- I can read aloud many words quickly and accurately without overtly sounding and blending them, in texts closely matched to the same GPCs.
- I can sound out many unfamiliar words accurately in texts closely matched to the same GPCs.
- I can answer questions on the basis of what is being said and done in a familiar book that is read to me within discussion with my teacher.
- I can make inferences on the basis of what is being said and done in a familiar book that is read to me within discussion with my teacher.

Working at the expected standard

- I can read accurately most words of two or more syllables.
- I can read more words containing common suffixes. *
- I can read most common exception words. *
- I can read words accurately and fluently without overtly sounding and blending them e.g. at over 90 words per minute.
- I can sound out most unfamiliar words accurately, without undue hesitation.
- I can check a familiar text, which I can read accurately and fluently, makes sense to me.
- I can answer questions on the basis of what is being said and done in a familiar text.
- I can make some inferences on the basis of what is being said and done in a familiar text.

Year 3 READING TAF

Working at greater depth

- I can make inferences on the basis of what is being said and done in a text I can read independently.
- I can predict what might happen next on the basis of what I have read so far, in a text I can read independently.
- I can make links between the text that I am reading and other texts that I have read (independently)

- *Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.
- 1 Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.
- 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.