

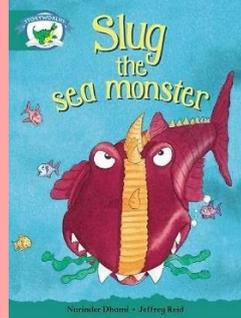
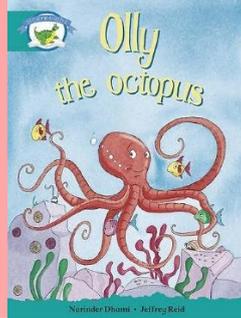
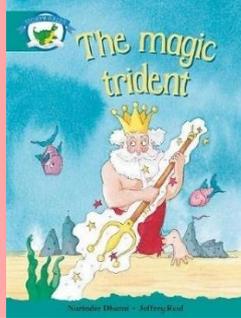


Year 2 Guided Reading spine

TAF (Teacher Assessment Framework) **WTS** **EXS** **GDS**

Transition from phonics reader to whole word reader. Rehearse fluent reading
Repetitive phrases and vocabulary. CEW development. Simple prediction. Develop familiar setting and characters for simple comparisons.

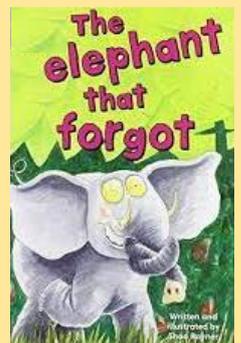
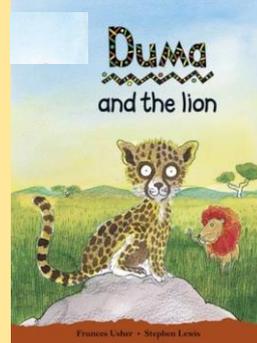
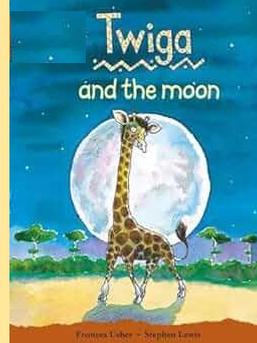
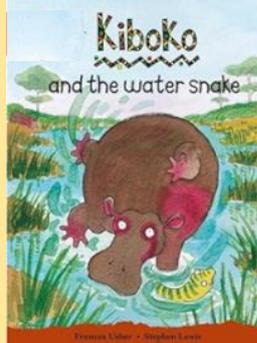
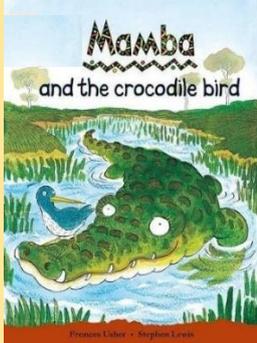
TAF: read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes/read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)/ read aloud many words quickly and accurately without overt sounding and blending/sound out many unfamiliar words accurately/check it makes sense to them, correcting any inaccurate reading /answer questions/explain what has happened so far in what they have read.



Continuing to develop fluency and basic comprehension skills

Repetitive phrases and vocabulary. CEW development. Simple prediction and inference. Develop familiar setting and characters for simple comparisons. Oral Comprehension.

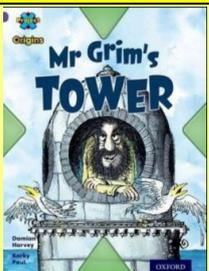
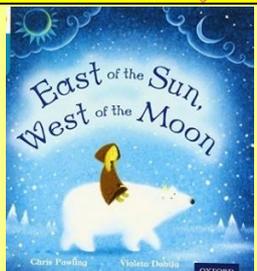
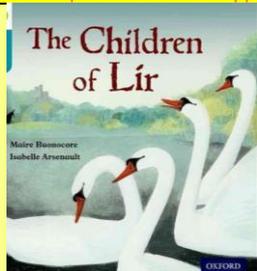
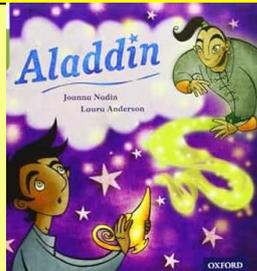
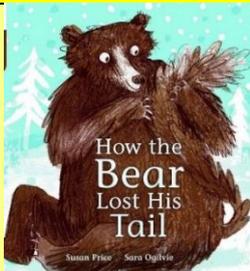
TAF: read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes/read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)/ read many common exception words/ read aloud many words quickly and accurately without overt sounding and blending/sound out many unfamiliar words accurately/check it makes sense to them, correcting any inaccurate reading /answer questions and make some inferences/explain what has happened so far in what they have read.



Simple Chapter books

Multisyllabic, range of CEW, variety of punctuation, language development, layers of meaning. Introduce written comprehension.

TAF: read accurately most words of two or more syllables/read most words containing common suffixes/ read most common exception words/ read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding / sound out most unfamiliar words accurately, without undue hesitation/ check it makes sense to them, correcting any inaccurate reading/ answer questions and make some inferences/ explain what has happened so far in what they have read



Age-appropriate chapter books (short, large print)

Language development, layers of meaning, reading stamina and recall of events across sessions.

Written comprehension.

TAF: read accurately most words of two or more syllables/read most words containing common suffixes/ read most common exception words/ read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding / sound out most unfamiliar words accurately, without undue hesitation/ check it makes sense to them, correcting any inaccurate reading/ answer questions and make some inferences/ explain what has happened so far in what they have read/ make inferences
 • make a plausible prediction about what might happen on the basis of what has been read so far



Age-appropriate chapter books (longer)

Language development, layers of meaning, reading stamina and recall of events across sessions.

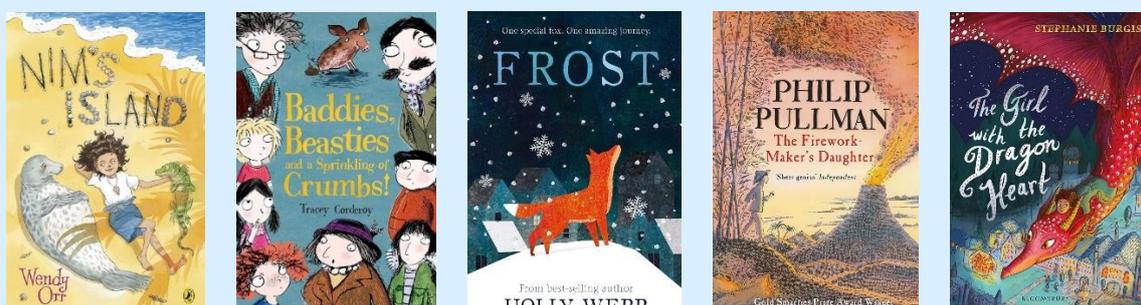
Written comprehension. Book links – themes, characters, authorial style/language.

TAF: read accurately most words of two or more syllables/read most words containing common suffixes/ read most common exception words/ read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding / sound out most unfamiliar words accurately, without undue hesitation/ check it makes sense to them, correcting any inaccurate reading/ answer questions and make some inferences/ explain what has happened so far in what they have read/ make 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.



Challenging chapter books (more complex and contextual vocabulary and themes)

TAF: make 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.



Comparison texts

(some texts link to 'books on a theme', 'focus author' and 'literacy driver' texts, others are 'new' texts)

TAF: make 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.

