



Year 2 Reading Targets

| Target |
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| I can listen to, discuss and express views about a wide range of contemporary and classical poetry, stories and non-fiction which is read to me. |
| I can discuss the sequence of events in books and how pieces of information link. |
| I can start to identify differences in the structure of non-fiction books. |
| I can recognise simple recurring literary language in stories and poetry. |
| I can discuss my favourite words and phrases, explaining why I like them so much. |
| I am continuing to build up a repertoire of poems which I have learnt by heart. I can recite them using appropriate intonation to make the meaning clear. |
| I can draw on what I already know about a story or topic, or upon vocabulary provided by the teacher, to make sense of what I read. |
| I can check that a text makes sense as I read it and can correct myself when I read a word inaccurately. |
| I can make inferences on the basis of what is being said and done in the books that I read. |
| I can answer and asks questions about the books I read. |
| I can predict what might happen in a story or poem based on what has been read so far. |
| I can discuss books that have been read to me and books that I can read by myself. |
| I can take turns and listen to what others say when discussing books. |
| I can discuss and explain my understanding of books that I have listened to or which I have read to myself. |
| I can start to automatically recognise words and read fluently but I continue to use phonic knowledge and skills to decode unfamiliar words. |
| I can read words accurately by blending the grapheme-phoneme correspondences I know, including where one graphemes makes more than 1 phoneme. |
| I can read accurately words of two or more syllables. |
| I can read words containing common suffixes such as -s, -es, -ing, -ed, -er and -est. |
| I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. |
| I can read most words quickly and accurately and only need to sound and blend unfamiliar words. |
| I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. |
| I can re-read books to build up my fluency and confidence in word reading. |