Reading

Name: _____

By the end of Year 2…

<table>
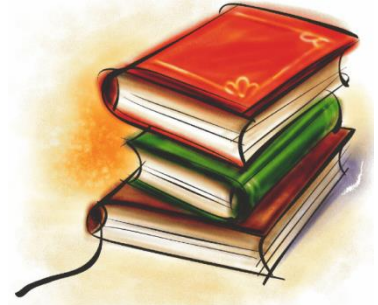<tr><td rowspan="13">Decoding Targets</td><td></td><td></td><td></td><td>I can apply my knowledge and skills from phases 2, 3, 4 and 5 to decode words.</td><td>WTS</td></tr>
<tr><td></td><td></td><td></td><td>I can quickly match the correct sound to graphemes for phase 2, 3, 4 and 5 phonemes.</td><td>WTS</td></tr>
<tr><td></td><td></td><td></td><td>*I can blend sounds accurately in unfamiliar words containing GPCs that I've learnt.</td><td>WTS</td></tr>
<tr><td></td><td></td><td></td><td>*I can accurately and fluently decode words of more than one syllable.</td><td>WTS</td></tr>
<tr><td></td><td></td><td></td><td>*I can read common words, including the first 100 high frequency words, and identify where unusual correspondences between spellings and sound are.</td><td>WTS/ EXS</td></tr>
<tr><td></td><td></td><td></td><td>I can read words with known suffixes (–s, –es, –ing, –ed, -er and –est).</td><td>EXS</td></tr>
<tr><td></td><td></td><td></td><td>*I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</td><td>EXS</td></tr>
<tr><td></td><td></td><td></td><td>*I can read accurately by blending the sounds in words that contain graphemes up to phase 5 and beyond (some including 2 or more syllables) and I recognise alternative sounds.</td><td>EXS</td></tr>
<tr><td></td><td></td><td></td><td>*I can sound out unfamiliar words accurately.</td><td>EXS</td></tr>
<tr><td></td><td></td><td></td><td>I can read common contractions.</td><td></td></tr>
<tr><td></td><td></td><td></td><td>I can understand that the apostrophe represents the omitted letter(s).</td><td></td></tr>
<tr><td></td><td></td><td></td><td>*I can read aloud phonetically decodable books with increasing accuracy and fluency.</td><td></td></tr>
<tr><td></td><td></td><td></td><td>*I can re-read books with fluency, pace and am beginning to add in intonation.</td><td></td></tr>
<tr><td rowspan="10">Comprehension Targets</td><td></td><td></td><td></td><td>I can take punctuation into account when reading out loud.</td><td>EXS</td></tr>
<tr><td></td><td></td><td></td><td>*I can check that reading makes sense and self-correct.</td><td>EXS</td></tr>
<tr><td></td><td></td><td></td><td>*I can infer what characters are like from what is said or done.</td><td>EXS</td></tr>
<tr><td></td><td></td><td></td><td>*I can retell a story from the text and illustrations, with prompts.</td><td></td></tr>
<tr><td></td><td></td><td></td><td>*I can discuss the sequence of events in books and how items of information are related.</td><td></td></tr>
<tr><td></td><td></td><td></td><td>*I can ask and answer specific questions about texts.</td><td></td></tr>
<tr><td></td><td></td><td></td><td>I can identify and discuss favourite words and phrases in a text, for example choices such as rhyme or alliteration, or 'sparkling' as a good word choice.</td><td></td></tr>
<tr><td></td><td></td><td></td><td>I listen to and discuss a wide range of poetry, stories and non-fiction and can participate and join in with familiar words and phrases.</td><td></td></tr>
<tr><td></td><td></td><td></td><td>I can use key terminology such as: page, author, text, word, sentence, title, blurb and illustration to discuss a wide range of texts and can use these to make informed choices and for research.</td><td></td></tr>
<tr><td></td><td></td><td></td><td>I can make informed predictions about what might happen, in the books I have read and listened to.</td><td>GD</td></tr>
<tr><td></td><td></td><td></td><td>Drawing upon what already known, I can make links between what I've read or heard to my personal experiences.</td><td>GD</td></tr>
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