

Year 2 National Standards
READING
TARGET GRIDS

I can read more common exception words, and I can point out the unusual way of spelling a sound in a word.

I can read words with common suffixes.

I can read accurately words of two or more syllables that have the graphemes I have already been taught.

I read accurately by blending sounds in words with graphemes I have already been taught, including alternative sounds for graphemes.

I still use my phonic knowledge and skills to read words, but my reading is now becoming fluent.

I re-read books to build up my fluency and confidence.

I can read aloud books closely matched to my phonic level, sounding out unfamiliar words accurately and automatically.

I can read most words for my phonic level quickly and accurately, without sounding them out and blending aloud.

I am beginning to find information from non-fiction books that are structured in different ways.

I am becoming more familiar with a wider range of stories, fairy stories and traditional tales.

I can talk about the sequence of events in books and how items of information are linked.

I can listen to, talk about and express my opinion about a wide range of contemporary and classic poetry, stories and non-fiction at a level higher than I can read by myself.

I can recite some poems, with appropriate intonation in my voice so that I can make the meaning clear.

I know a greater range of poems by heart.

I can discuss my favourite words and phrases.

I can talk about meanings of words, linking new meanings

I can recognise familiar story/poetic language e.g. Once upon a time...

I can make predictions about the characters, through what they say or do.

I check that the text makes sense to me as I read it, correcting myself when I make a mistake.

I use what I already know or background information and vocabulary I have been given to understand a text.

I can make predictions about what will happen next, based on what I have read.

I can ask and answer questions about the text.

I can explain and discuss my understanding of books, poems and other texts that I have read or listened to.

I take part in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.

Word Reading

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Comprehension

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