Reading Targets   Stage 2

Pupil's Name: _____

	TARGETS	Achieved
	Word Reading	
E	I can read all known graphemes	
E	I can blend sounds in words that contain the graphemes we have learnt, without sounding out.	
E	I can read aloud suitable books building new words with increasing accuracy	
D	I can apply phonics knowledge and skills consistently without hesitation when reading	
D	I can read a good proportion of common exception words.	
D	I can read and comment on unusual correspondence between grapheme and phoneme.	
D	I am starting to use punctuation to read with increased expression.	
S	I read most words quickly and accurately when I have read them before, without sounding out and blending.	
S	I can read most suitable books accurately, showing fluency and confidence.	
S	I can read accurately words of two or more syllables that contain the same GPCs.	
S	I can recognise and read alternative sounds for graphemes.	
S	I can decode automatically and fluently.	
S	I can read words with common suffixes.	

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	Comprehension	Achieved
E	I can answer and ask questions about the text.	
E	I can find recurring language in stories and poems.	
E	I know the difference between fact and fiction	
E	I can find and retrieve literal information	
E	I can listen to and talk about a range of stories and non-fiction	
D	I can retell a wide range of stories, fairy tales and traditional tales	
D	I can understand the different structures of non-fiction books that have been introduced	
D	I can talk about my favourite words and phrases in stories and poems.	
D	I can recite some poems by heart, with appropriate intonation.	
D	I can make predictions based on what I have read.	
S	I can discuss different texts, offering opinions and explanations on events	
S	I use prior knowledge, including context and vocabulary, to understand texts.	
S	I can discuss the sequence of events in books and how they relate to each other.	
S	I can think about the meaning of new words through discussion and making links to known vocabulary	
S	I can make inferences on what has been read	
S	I can draw (*simple*) inferences from illustrations, events, characters' actions and speech.	
S	I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.	

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