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| **Year 2 Reading Statements** |
| **Word reading** |
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| * I can apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
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| * I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially alternative sounds for graphemes.
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| * I read accurately words of two or more syllables that contain the same GPCs as above.
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| * I can read words containing common suffixes.
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| * I can read further common exception words.
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| * I can read most words quickly and accurately when they have been frequently encountered without obvious sounding and blending.
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| * I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and quickly.
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| * I can re-read books containing taught phonics to build up fluency and confidence in word reading.
 |
| * I can apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
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| **Texts** |
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| * I can develop pleasure in reading, motivation to read, vocabulary and understanding.
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| * I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond which I can read independently.
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| * I can discuss the sequence of events in books and how some information is related.
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| * I am becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales.
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| * I can recognise simple recurring literary language in stories and poetry.
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| * I can discuss my favourite words and phrases.
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| * I am continuing to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make the meaning clear.
 |
| * I can develop pleasure in reading, motivation to read, vocabulary and understanding.
 |
| * I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond which I can read independently.
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| **Understanding and interpreting** |
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| * I understand books by drawing on what I already know or on background information and vocabulary provided by the teacher.
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| * I can check that the text makes sense to me as I read and I can correct inaccurate reading.
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| * I can make inferences on the basis of what is being said and done e.g. how characters might act or behave.
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| * I can comment on reasons for events in a story.
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| * I can answer and ask questions.
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| * I can predict what might happen on the basis of what has been read so far.
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| * I can participate in discussions about books, poems and other texts, taking turns and listening to what others say.
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| * I can explain and discuss my understanding of books, poems and other material.
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| * I can make some comparisons between books by noticing similarities and differences e.g. characters, settings.
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| **Structure and organisation** |
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| * I have more understanding of how non-fiction books can be structured in different ways.
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| * I can use some non-fiction books to pick out information.
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| **The writer’s style** |
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| * I can discuss the meaning of words, linking new meaning to known vocabulary.
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| * I can identify and comment on some vocabulary used in a text.
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|  **The writer’s viewpoint and the effect of the reader** |
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| * I understand what the author might be thinking.
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| * I can talk about how a text makes me feel at different points throughout the text.
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| * I can discuss preferences for books read.
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