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