

Year 2 Reading Assessment Targets Colouring Sheet

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| Word Reading | I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. | I can draw on what I already know or on background information and vocabulary provided by my teacher. | Comprehension |
| | I can read accurately words of two or more syllables that contain the same graphemes as above. | I can check that the text makes sense to me as I read and correct inaccurate reading. | |
| | I can read words containing common suffixes. | I can make inferences on the basis of what is being said and done. | |
| | I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | I can answer and ask questions about the book I have read. | |
| | I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | I can predict what might happen on the basis of what has been read so far. | |
| | I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | I can participate 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. | |
| Comprehension | I can re-read these books to build up my fluency and confidence in word reading. | I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself. | |
| | I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently. | | |
| | I can discuss the sequence of events in books and how items of information are related. | | |
| | I am becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. | | |
| | I am being introduced to non-fiction books that are structured in different ways. | | |
| | I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. | | |
| | I can discuss my favourite words and phrases. | | |
| I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. | | | |