



# READING YEAR 2

## National Curriculum Non-Negotiables

### Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  
*I can use the sounds I know to decode words automatically and my reading is fluent.*

**Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.**  
*I can read and blend all sounds I have been taught.*

**Recognise alternative sounds for graphemes.**  
*I can recognise alternative sounds for letters or groups of letters.*

**Read accurately words of two or more syllables that contain graphemes taught so far.**  
*I can read words of two or more syllables that contain sounds I have been taught.*

Read words containing common suffixes.  
*I can read words containing common suffixes.*

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  
*I can read further common exception words and see where the sounds do not match.*

**Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute.**  
*I can read most words quickly and accurately without needing to sound and blend words I have seen before.*

**Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**  
*I can read aloud books within my reading level, without making many errors, and sound out new words without long pauses.*

**Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.**  
*I can re-read books, sounding out new words correctly to improve my speed and confidence.*

### Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.  
*I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.  
*I can enjoy reading, and discussing the order of events in books and how items of information are related.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.  
*I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.  
*I can enjoy reading by recognising repeated themes and ideas in stories and poems.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  
*I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.*

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.  
*I can talk about my favourite words and phrases.*

### Comprehension cont

Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  
*I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.*

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.  
*I can use what I have already read or heard, or the information a teacher has given me, to help me understand what I am reading.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.**  
*I can spot if a word has been read wrongly by following the sense of the text.*

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.  
*I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.*

Make inferences on the basis of what is said and done in a book he/she is reading independently.  
*I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.**  
*I can ask and answer questions about the books or stories I am reading and make links.*

**Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.**  
*I can say what might happen next in a story based on what has happened so far.*

**Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.**  
*I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.*

Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.  
*I can explain what I think about books, poems and other material that I have read or heard.*

### Spoken Language

Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.  
*I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.*

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  
*I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.*

Discuss his/her favourite words and phrases.  
*I can discuss my favourite words and phrases.*

Answer and ask questions.  
*I can answer and ask questions.*

\*All these Target Tracker statements cover the National Curriculum statutory requirements  
\*\* Statements in bold are Target Tracker KPI's