| Name: | Reading Target Sheet *Year 2* | *Key Performance Indicators | Framework Statements |

2B		2W	
Love of Reading ❤️			
I enjoy listening to, discussing and expressing my views about a wide range of contemporary and classic poetry, stories and non-fiction books at a level beyond I can read independently.		I read widely for pleasure, information and to develop my knowledge across the curriculum.	
Comprehension			
		8w. I can use relevant strategies to build my vocabulary. (V)	
9b. I can discuss the meanings of unknown words. (V)		**9w.** I can discuss word meanings, linking new meanings to those already known. (V)	
10b. I can make simple inferences on the basis of what is being said and done and talk about what is happening and why. (I)		**10w.** I can use my prior knowledge along with background information and vocabulary to make some inferences. (I)	
11b. I can predict what might happen on the basis of what has been read so far in a wider range of texts. (P)		**11w.** I can make predictions based on the title, cover, illustrations and blurb. (P)	
12b. I can ask and answer questions in discussion with the teacher and I can explain my likes and dislikes. (E)		**12w.** I can explain what has happened so far in a text I have read. (E)	
13b. I can consider the characteristics of key stories, fairy stories and traditional tales (E)		**13w.** I can discuss, express views and explain understanding about a wide range of poetry, stories and non-fiction in a familiar text. (E)	
		14w. I can discuss how items of information are structured and related in non-fiction texts. (E)	
15b. I am familiar with retelling a wide range of key stories and traditional tales using main events and key phrases. (R)		**15w.** I can retrieve key information from a text, by looking for key words and phrases and using these to answer questions. (R)	
16b. I can sequence texts into a simple beginning, middle and end structure, recognising repeated themes and ideas. (S)		**16w.** I can discuss the order of events in books, sequencing key statements into the order they happened. (S)	

Word Reading			
1b. I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.		**1w.** I can read accurately most words of two or more syllables.	
2b. I can read accurately some words of two or more syllables that contain the same GPCs.		**2w.** I can read most words with common suffixes including _ment, _ness, _ful, _less and _ly.	
3b. I can read many common exception words.		**3w.** I can read most common exception words.	
4b. I can read aloud many words quickly and accurately without overt sounding and blending.		**4w.** I can read most words accurately without overt sounding and blending and with sufficient fluency (approx 90 wpm) to allow a focus on understanding rather than decoding individual words.	
5b. I can sound out many unfamiliar words accurately.		**5w.** I can sound out most unfamiliar words accurately and without undue hesitation.	
6b. I am secure and fluent in Phase 5a and working within Phase 5b.		**6w.** I can check a text makes sense to me, correcting any inaccurate reading.	
7b. I can enjoy, recite and understand a range of poems by heart, considering intonation and simple recurring literary language (fluency)		**7w.** I am secure and fluent in Phase 6.	
S To meet age related expectation (2S), children must meet all highlighted statements in the 2B and 2W column.			

Greater Depth (2S+)	
1s+. I can read a range of texts with consistent accuracy, fluency and confidence, including those beyond my chronological age.	
2s+. I can select texts in order to challenge my knowledge and word reading skills or to pursue an interest in an author, genre or topic.	
3s+. I can understand new words through the exploration of their meaning in context, and by making links to known vocabulary. (V)	
4s+. I can make detailed inferences using background information and my prior knowledge. (I)	
5s+. I can make plausible predictions about what might happen on the basis of what has been read so far. (P)	
6s+. I can make links between the book I am reading and others I have read. (E)	
7s+. I am confident with key aspects of fiction and non-fiction and can give simple explanations of how and why texts are structured according to their purpose. (E)	
8s+. I can demonstrate an understanding of more challenging texts through discussion and questioning. (E)	
9s+. I can tell someone about the main ideas in a story. (summarise)	

Tier 2 Vocabulary (previous years in *italics*)

YR- who, what, where, why, when, which, how, order, similar, different, author, character
Y1- vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss

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Y2- facts, opinions, fiction, non-fiction, information, compare, describe