

Year 2	Achieved (Date)		
<b>Emerging</b>			
<b>Word Reading</b>			
I can read accurately by blending sounds in words that contain the common graphemes for all 40+ phonemes.			
I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).			
<b>Comprehension</b>			
I can read aloud with intonation, taking into account a wider range of punctuation (. ? ! “ ”)			
I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction.			
I can comment on plot, settings and characters in familiar and unfamiliar stories.			
I can discuss favourite words and phrases from a text.			
I can relate stories/texts to my own experiences, including story settings and incidents.			
I can comment on obvious characteristics and actions of characters in stories.			
I can provide simple explanations about events or information (e.g. why a character acted in a particular way).			
I can recite a range of poems by heart, using appropriate intonation to make meaning clear.			
<b>Developing</b>			
<b>Word Reading</b>			
I can read many common exception words.			
I can read many words quickly and accurately without overt sounding and blending.			
I can sound out many unfamiliar words accurately.			
<b>Comprehension</b>			
I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.			
I can make predictions about a text using a range of clues (e.g. experience of books by same author, books with similar themes, title, cover and blurb).			
I can identify past and present tense within a text.			
I can use the index to locate specific information and have knowledge of alphabetical order.			
I can locate specific information on a given page in response to a direct question.			
I can explain the meaning of WOW words in context (e.g. despair, marvel, undecided).			
I can confidently identify when reading doesn't make sense and can self-correct.			
I can summarise a story, giving the main points clearly in sequence.			
I can discuss reasons for events in stories by beginning to use clues in the story.			
I can ask questions before reading a non-fiction text and can look for the answers in a text when reading.			
<b>Secure</b>			
<b>Word Reading</b>			
I can read most words of two or more syllables.			
I can read words containing common suffixes.			
I can read most common exception words.			
I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.			
I can sound out unfamiliar words accurately, without undue hesitation.			
<b>Comprehension</b>			
I can check that my reading makes sense.			
I can answer questions and make some inferences on the basis of what is being said and done.			
I can read ahead to help with fluency and expression.			

I can discuss texts I have read with others.			
I can recognise simple recurring literary language in stories and poetry (Once upon a time, one day, a long time ago, and they lived happily ever after etc).			
I can summarise the main themes and events in a story.			
I can compare similarities and differences between texts/books in terms of characters, settings and themes.			
I can talk about the features of different non-fiction texts (e.g. non chronological reports, information posters, letters etc).			
I can demonstrate how to use information books (by using layout, index, contents page, glossary).			