# Reading Targets    Stage 2

**Pupil's Name:** _____

| | TARGETS | Achieved |
|---|---|---|
| **Word Reading** | | |
| E | I can read all known graphemes | |
| E | I can blend sounds in words that contain the graphemes we have learnt, without sounding out. | |
| E | I can read aloud suitable books building new words with increasing accuracy | |
| D | I can apply phonics knowledge and skills consistently without hesitation when reading | |
| D | I can read a good proportion of common exception words. | |
| D | I can read and comment on unusual correspondence between grapheme and phoneme. | |
| D | I am starting to use punctuation to read with increased expression. | |
| S | I read most words quickly and accurately when I have read them before, without sounding out and blending. | |
| S | I can read most suitable books accurately, showing fluency and confidence. | |
| S | I can read accurately words of two or more syllables that contain the same GPCs. | |
| S | I can recognise and read alternative sounds for graphemes. | |
| S | I can decode automatically and fluently. | |
| S | I can read words with common suffixes. | |
| | Emerging            Developing            Secure | |

| | Comprehension | Achieved |
|---|---|---|
| E | I can answer and ask questions about the text. | |
| E | I can find recurring language in stories and poems. | |
| E | I know the difference between fact and fiction | |
| E | I can find and retrieve literal information | |
| E | I can listen to and talk about a range of stories and non-fiction | |
| D | I can retell a wide range of stories, fairy tales and traditional tales | |
| D | I can understand the different structures of non-fiction books that have been introduced | |
| D | I can talk about my favourite words and phrases in stories and poems. | |
| D | I can recite some poems by heart, with appropriate intonation. | |
| D | I can make predictions based on what I have read. | |
| S | I can discuss different texts, offering opinions and explanations on events | |
| S | I use prior knowledge, including context and vocabulary, to understand texts. | |
| S | I can discuss the sequence of events in books and how they relate to each other. | |
| S | I can think about the meaning of new words through discussion and making links to known vocabulary | |
| S | I can make inferences on what has been read | |
| S | I can draw (*simple*) inferences from illustrations, events, characters' actions and speech. | |
| S | I can read for meaning and check that the text makes sense.  I go back and re-read when it does not make sense. | |
| | Emerging            Developing            Secure | |