**Steps to Success in Reading Year 2**

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| **Name:** | **Year:** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Current Attainment https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcS1RpCsgo6edZpoQTTVYoqM_d_0S7RSxwNCdscoI_gD5ntWHWjsThis is below/at/above age related expectations  |
| **Word Reading** |
| 1. I can continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent |  |  |  |  |  |  |
| 2. I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes |  |  |  |  |  |  |
| 3. I can read accurately words of two or more syllables that contain the same graphemes as above |  |  |  |  |  |  |
| 4. I can read words containing common suffixes |  |  |  |  |  |  |
| 5. I can read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word |  |  |  |  |  |  |
| 6. I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered |  |  |  |  |  |  |
| 7. I can read aloud books closely matched to my improving phonic knowledge, sound out unfamiliar words accurately, automatically and without undue hesitation |  |  |  |  |  |  |
| 8. I can re-read these books to build up their fluency and confidence in word reading |  |  |  |  |  |  |
| **Comprehension** |
| *Develop pleasure in reading, motivation to read, vocabulary and understanding by:* |
| 9. 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 |  |  |  |  |  |  |
| 10. I can discuss the sequence of events in books and how items of information are related |  |  |  |  |  |  |
| 11. I am increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales |  |  |  |  |  |  |
| 12. I can say how non-fiction books are structured in different ways |  |  |  |  |  |  |
| 13. I can recognising simple recurring literary language in stories and poetry |  |  |  |  |  |  |
| 14. I can discuss and clarify the meanings of words, linking new meanings to known vocabulary; discussing my favourite words and phrases |  |  |  |  |  |  |
| 15. 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 |  |  |  |  |  |  |
| *Understand both the books they can already read accurately and fluently and those they listen to by:* |
| 16. I can draw on what I already know or on background information and vocabulary provided by my teacher |  |  |  |  |  |  |
| 17. I can check that the text makes sense to me as I read and correct inaccurate reading |  |  |  |  |  |  |
| 18. I can make inferences on the basis of what is being said and done |  |  |  |  |  |  |
| 19. I can answer and ask questions |  |  |  |  |  |  |
| 20. I can predict what might happen on the basis of what has been read so far |  |  |  |  |  |  |
| 21. 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 |  |  |  |  |  |  |
| 22. 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 |  |  |  |  |  |  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Score |  |  |  |  |  |  |
| Stage |  |  |  |  |  |  |

1-6 (0-25% ) **Emerging** 7-12 ( 25-50%) **Developing** 13-18 ( 50%-75%) **Developing Plus** 19-24 ( 75-100%) **Secure**

100% plus evidence of independent application across the curriculum- **Mastery**