

Ashill Community Primary School
National Curriculum Objectives with Child Speak Targets
Year 2 Reading



Pupil's Name:

Emerging: 10%-39%, Developing 40%-69% Secure 70% (must include key objectives)

Autumn Term:

Spring Term:

Summer Term:

Strand	National Curriculum Objective	Child Speak Target
Word	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	<i>I can read words quickly because I know how to sound out all parts of a word.</i>
Word	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	<i>I read by blending together the sounds I know and can read out within a word.</i>
Word	Read accurately words of two or more syllables that contain the same graphemes as above.	<i>I can read words with two or three syllables.</i>
Word	Read words containing common suffixes.	<i>I can read words with common word endings, such as -ing and -ed.</i>
Word	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<i>I can read a range of unusual words from our word lists.</i>
Word	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	<i>I can read most words quickly and accurately.</i>
Word	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	<i>When I see a word I have not read before, I can sound out the word without help from an adult.</i>
Word	Re-read these books to build up their fluency and confidence in word reading.	<i>When I re-read my books, I become better and better at reading the text.</i>
Comprehension	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 they can read independently.	<i>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</i>
Comprehension	Discussing the sequence of events in books and how items of information are related.	<i>When I read, I am able to tell you about things in the order they happen and if they are connected.</i>
Comprehension	Becoming increasingly familiar with and	<i>I can tell you about all the different stories I</i>

	retelling a wider range of stories, fairy stories and traditional tales.	<i>have read.</i>
Comprehension	Being introduced to non-fiction books that are structured in different ways.	<i>I enjoy finding out about non-fiction books and how they are set out.</i>
Comprehension	Recognising simple recurring literary language in stories and poetry.	<i>I can recognise simple language patterns in stories and poems.</i>
Comprehension	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	<i>I discuss the meaning of words.</i>
Comprehension	Discussing their favourite words and phrases.	<i>I am happy to tell you my favourite words and phrases from my reading.</i>
Comprehension	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>I can say out loud a number of poems I have learnt.</i>
Comprehension	Drawing on what they already know or on background information and vocabulary provided by the teacher.	<i>I understand the books I can read.</i>
Comprehension	Checking that the text makes sense to them as they read and correcting inaccurate reading.	<i>I check what I am reading makes sense as I read through it.</i>
Comprehension	Making inferences on the basis of what is being said and done.	<i>I can tell you why certain things happen in a book or why a character says the things they do.</i>
Comprehension	Answering and asking questions.	<i>I can answer and ask questions about what I have read.</i>
Comprehension	Predicting what might happen on the basis of what has been read so far.	<i>I like to guess what happens next in a story, using what I already know has gone on before.</i>
Comprehension	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	<i>I take turns to discuss and listen to others about what I have read.</i>
Comprehension	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<i>I can explain and discuss what has happened in books that either I have read or have been read to me.</i>