



## West Park Primary School: Stage 2 Reading Targets

| Name:   | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|---|-------|-------|-------|-------|-------|-------|
| TA: Autumn: _____ Spring: _____ Summer: _____   |       |       |       |       |       |       |
| <b>Word Reading</b>   |       |       |       |       |       |       |
| <b>Phonics</b>  |       |       |       |       |       |       |
| I can recognise all 40+ sounds.   |       |       |       |       |       |       |
| I can read accurately using my phonics skills. <ul style="list-style-type: none"><li>Recognises phase 5 sound within words (e.g. ou, ie,ir,au,aw)</li><li>Recognises split diagraphs within words (e.g. cake, like)</li><li>Recognised alternative phonemes within words. (magic, air/ear/are).</li></ul> |       |       |       |       |       |       |
| I can read word endings. (ment, less, ful, ly).   |       |       |       |       |       |       |
| I can read compound words including those containing alternative sounds.<br>(E.g. stubborn, keyboard).  |       |       |       |       |       |       |
| <b>High Frequency Words</b>   |       |       |       |       |       |       |
| I can read common words (from the year 2 word list).  |       |       |       |       |       |       |
| I can read common words quickly and accurately.   |       |       |       |       |       |       |
| <b>Fluency</b>  |       |       |       |       |       |       |
| I can read aloud books accurately.  |       |       |       |       |       |       |
| I can self-correct inaccurate reading.  |       |       |       |       |       |       |
| I make note of punctuation when I read.   |       |       |       |       |       |       |
| I am beginning to use expression when reading.  |       |       |       |       |       |       |
| <b>Reading Comprehension</b>  |       |       |       |       |       |       |
| <b>1a: Vocabulary</b>   |       |       |       |       |       |       |
| I can discuss the meaning of words.   |       |       |       |       |       |       |
| I can identify words with the same meaning.   |       |       |       |       |       |       |
| I can identify my favourite words and phrases. <ul style="list-style-type: none"><li>I can find amazing adjectives in texts.</li><li>I can find powerful verbs in texts.</li></ul>  |       |       |       |       |       |       |
| I can find descriptions of characters and settings within a text.   |       |       |       |       |       |       |

|   | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|---|-------|-------|-------|-------|-------|-------|
| <b>1b: Retrieval</b>  |       |       |       |       |       |       |
| I can identify fiction and non-fiction books. <ul style="list-style-type: none"> <li>I can explain how non-fiction books are organised.</li> <li>I can identify why certain words are in bold or italics.</li> <li>I can find the contents/glossary/index page.</li> <li>I can explain the purpose of the contents/glossary/index page.</li> </ul>                          |       |       |       |       |       |       |
| I am familiar with a wider range of stories, fairy stories and traditional tales. <ul style="list-style-type: none"> <li>I can explain my understanding of what I have read.</li> <li>I can answer questions about a text.</li> <li>I can retell a story.</li> <li>I can recall information from a text.</li> <li>I can discuss events, characters and settings.</li> </ul> |       |       |       |       |       |       |
| I can discuss my opinions of characters and events with my friends.<br>I can take turns and listen to others.   |       |       |       |       |       |       |
| <b>1c: Sequencing</b>   |       |       |       |       |       |       |
| I can discuss the sequence of events in a book. <ul style="list-style-type: none"> <li>I can identify the beginning, middle and end of a story.</li> <li>I can discuss adverbs of time and explain how they order events.</li> </ul>  |       |       |       |       |       |       |
| I can suggest alternative ways to begin or end a story.   |       |       |       |       |       |       |
| I can recognise simple recurring language in stories and poetry.  |       |       |       |       |       |       |
| <b>1d: Inference</b>  |       |       |       |       |       |       |
| I can make simple inferences. <ul style="list-style-type: none"> <li>I can explain why a character behaved in a particular way.</li> <li>I can explain a character's feelings.</li> <li>I can find clues in the text and illustrations to explain my ideas.</li> </ul>  |       |       |       |       |       |       |
| <b>1e: Prediction</b>   |       |       |       |       |       |       |
| I can draw on background information to relate to the text. <ul style="list-style-type: none"> <li>I can make predictions by discussing what I already know.</li> <li>I can predict what may happen next using prior knowledge. (E.g. What usually happens to good characters?)</li> </ul>  |       |       |       |       |       |       |
| I can make a sensible prediction using clues from the text.   |       |       |       |       |       |       |
| <b>Reading for Pleasure</b>   |       |       |       |       |       |       |
| I can discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction texts. <ul style="list-style-type: none"> <li>I can talk about likes/dislikes.</li> <li>I can explain why I liked/disliked a text.</li> <li>I can choose a character that interests me and explain why.</li> </ul>   |       |       |       |       |       |       |
| I am building up a repertoire of poems learnt by heart.   |       |       |       |       |       |       |