

Forest View Primary School Reading Targets Overview

Year 2

Word Reading	Comprehension
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	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 they can read in
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Discuss the sequence of events in books and how items of information are related.
Read accurately words of two or more syllables that contain the same graphemes as above.	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
Read words containing common suffixes, such as ing and ed.	Be introduced to non-fiction books that are structured in different ways.
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Recognise simple recurring literary language in stories and poetry.
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Discuss their favourite words and phrases.
Re-read books to build up their fluency and confidence in word reading.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
	Draw on what they already know or on background information and vocabulary provided by the teacher.
	Check that the text makes sense to them as they read and correct inaccurate reading.
	Make inferences on the basis of what is being said and done.
	Answer and ask questions.
	Predict what might happen on the basis of what has been read so far.
	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.
	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.