

For the children to be next year they MUST BE secure in all of the red statements.

Reading Stage 2		Name	Class				
Decoder	I can read familiar words quickly, without needing to sound them out e.g. 90 words per minute.						
	I can sound out many unfamiliar words accurately.						
	I can read words containing common suffixes e.g. -ness, -ment, -ful, -ly.						
	I can use a range of decoding strategies e.g. blending known sounds.						
	I can self-correct when I have read a sentence incorrectly.						
	I can read most common exception words (tricky words) noting the tricky parts.						
	I can read words with two or more syllables that contain alternative sounds for the same grapheme e.g. shoulder, roundabout, grouping.						
Comprehender	I can re-tell a range of stories, referring to the key events and characters.						
	I can find the answers to questions in non-fiction, stories and poems.						
	I can read a range of non-fiction texts and decide how useful a non-fiction text is for the purpose.						
Reading Detective	I can predict what might happen next on the basis of what has been read so far.						
	I can make links between the book I am reading and other books I have read.						
	I can make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?						
	I can recognise and sequence the key events and points within a text.						
Language Lover	I can use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.						
	I can discuss my favourite words and phrases.						
	I can recognise simple repetitive language in stories and poems e.g. run, run as fast as you can.						
	I can identify how vocabulary choice affects meaning - 'crept lets you know he is trying to be quiet.'						
	I can identify and comment on vocabulary and literary features - 'All fairy tales start with Once Upon a Time...'						
Responder	I can make choices about which texts to read, based on my prior reading experience.						
	I can understand why a writer has written a text - 'She wants you to know how to make a kite'.						
	I can participate in discussions about books, poems and other works that are read to me and those that I can read for myself.						
Big Reader	I am aware that books are set in different times and places.						
	I can relate what I read to my own experiences.						
	I can recognise that non-fiction books are organised in different ways e.g. boxes, sub-headings, contents, bullet points, glossary, diagrams.						
	I can continue to build up a repertoire of poems and stories learnt by heart, appreciating and reciting some, and using intonation to make the meaning clear.						
Developing Some coverage and evidence. 0-8 S2D		Secure Coverage and evidence of work within the stage expectations. 9-17 S2S		Next Year Ready Most concepts covered and evidenced. 18-26 S3R			