My Year 2 Learning Journey for Reading

		I am Working Towards Year 2's objectives with support (Emerging)	I am Working Towards Year 2's objectives (Developing)	I am Achieving Year 2's objectives (Secure)
Decoding	1	I can read slowly from word to word and can decode many words accurately (although it may take me some time to work them out). I use pictures to help when I am stuck. I sometimes notice punctuation when I am reading. I sometimes recognise that my reading does not make sense and correct my mistake with some help.	I can read with growing fluency and pace. I nearly always use phonic strategies and sometimes context cues to work out unknown words. I often correct my mistake when I notice my reading does not make sense. (at least Oxford Reading Tree Level 7 with no support or Level 8 with a little support).	* **I can read fluently enough to allow me to focus on my understanding rather than on decoding individual words. I have good pace and expression, taking account of punctuation including speech marks**. I read familiar words without obviously sounding them out or blending them and use appropriate strategies (eg phonics, context) to quickly work out unknown words without undue hesitation. **I can check that my reading makes sense as I read and correct most of my mistakes**. (At least Oxford Reading Tree Level 9 with no support or PM 21/22. 1:1 assessment-90+ words per minute)
	2	I can sometimes read words with 2 or more syllables which contain the graphemes (letters or groups of letters representing a sound) I have been taught by sounding out each syllable.	I can usually read words with 2 or more syllables which contain the graphemes (letters or groups of letters representing a sound) I have been taught by sounding out each syllable.	* **I can read accurately words with 2 or more syllables** which contain the graphemes (letters or groups of letters representing a sound) I have been taught so far. (See NC Spelling Appendix for Year 2)
	3	I can read some common exception words ('tricky' words that don't follow usual spelling rules) eg you, love, friend, school, where.	I can usually read common exception words ('tricky' words that don't follow usual spelling rules).	*<u>I can read nearly all 'tricky' words</u> ('common exception' words that don't follow usual spelling rules) eg mind, pretty, because, people, would, sugar, break, beautiful. (See NC Spelling Appendix for Year 2)
	4	I can read some words with very common suffixes.	I can usually read words with very common suffixes eg –ed, -ing, -es	*<u>I can read most words with common suffixes</u> eg –ment, -ness,-ful,-less,-ly
Range of Reading, Enjoyment and Response	5	I can name a book, poem or story that I have enjoyed. I can say whether I like or dislike a book and what my favourite part of the book was and why.	I can name more than one book, poem or story that I have enjoyed reading and can sometimes explain why I have chosen a book to read. I can explain why I like or dislike a book.	*I can name several books, poems or stories that I have enjoyed reading. I can explain why I have chosen a book eg it is by a familiar author or about the same character. I can talk enthusiastically about the books I have read and explain what I enjoyed/ did not enjoy.
	6	I can, with some help, remember some of the main events in some fairy stories or traditional tales	I can re-tell the main events in a range of stories (including fairy stories and traditional tales).	I can accurately re-tell a wide range of stories (including fairy stories and traditional tales), referring to most of the key events in order and main characters.
	7	I can, with help, sometimes explain why a writer has written a text and know that there are different types of writing.	I can often explain why a writer has written a text and can name some different types of writing.	I can explain why a writer has written a text eg 'He wants you to know how to make a kite' and can name and often recognise a range of different types of writing eg instructions, poetry, letters, fairy tales.

Understanding (Comprehension)	8	I can ask questions about new words that I don't understand.	I can often talk about and make sure I understand the meanings of new words, sometimes linking these to words I know eg unhappily-happy	**I can talk about and make sure I understand the meanings of new words in the texts I read,** often linking these to words I know eg painkiller, blackberry *(Content domain 1a)*
	9	I can make a simple prediction about what will happen next, sometimes giving a reason for my prediction when prompted.	I can predict what might happen next, giving a reason for my prediction.	***I can usually correctly predict what might happen next**, often giving a reason for my prediction based on what has been read so far. *(Content domain 1e)*
	10	I have an opinion about characters and am starting to draw simple inferences about them.	I can often answer questions about a familiar book and , make some inferences based on what characters say and do.	***I can nearly always answer questions about a familiar book and make some inferences based on what characters say and do, sometimes giving a simple reason for my answers.** eg 'Gran offers to pay for Bill's riding lessons, so she must be a generous person'. *(Content domain 1d)*
	11	I can give my opinion about a character and say what the setting of a story is.	I can make some simple comments and give my opinions about the title, characters, setting and plot of the story.	**I can identify and explain the title, setting, characters and the sequence of events in a story,** making a comment about how events in the plot link together and how characters are linked to each other. *(Content domain 1b / c)*
	12	I can find information on a given page of a non-fiction book in answer to a question.	I can say what I have found out from reading a non-fiction book or use the book to find facts to answer questions.	**I can say what I have found out from reading a non-fiction book. I can usually find the page I need to find facts about a given topic using the contents and index pages.** *(Content domain 1b)*

My Learning Reflection

	This term, in my reading, I have done well with…	My next step in my reading is to…
Autumn:		
Spring		
Summer		

he pupil can: • ==read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words==.* In age-appropriate1 books, the pupil can: ==• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2 • sound out most unfamiliar words accurately, without undue hesitation==. In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read.

==**DO NOT PRINT OUT**==

Notes:

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference.
- Underlined steps link to the Expected Standards in the Teacher Assessment Framework 2018-19.

For all references to The Letters and Sounds Phases, please refer to the Letters and Sounds Appendix and Overview.

- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.