

# TARGETS

## Band 2 Reading

Name:		Met	Met	Achieved
<b>WORD READING</b>				
1	I can use the sounds I know to decode words automatically and my reading is fluent.			
2	<i>I can read and blend all sounds I have been taught.</i>			
3	<i>I can recognise alternative sounds for letters or groups of letters.</i>			
4	<b>I can read words of two or more syllables that contain sounds I have been taught.</b>			
5	I can read words containing common suffixes.			
6	I can read further common exception words and see where the sounds do not match.			
7	<i>I can read most words quickly and accurately without needing to sound and blend words I have seen before.</i>			
8	<i>I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.</i>			
9	<i>I can re-read books, sounding out new words correctly to improve my speed and confidence.</i>			
<b>COMPREHENSION</b>				
10	<i>I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.</i>			
11	<i>I can enjoy reading and discussing the order of events in books and how items of information are related.</i>			
12	<i>I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.</i>			
13	I can enjoy reading by recognising repeated themes and ideas in stories and poems.			
14	I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.			
15	I can talk about my favourite words and phrases.			
16	I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.			
17	I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.			
18	<i>I can spot if a word has been read wrongly by following the sense of the text.</i>			
19	I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.			

20	I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.			
21	<i>I can ask and answer questions about the books or stories I am reading and make links.</i>			
22	<i>I can say what might happen next in a story based on what has happened so far.</i>			
23	<i>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</i>			
24	I can explain what I think about books, poems and other material that I have read or heard.			
<b>SPOKEN LANGUAGE</b>				
25	I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.			
26	I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.			
27	I can discuss my favourite words and phrases.			
28	I can answer and ask questions.			

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p><u>The pupil can:</u></p> <ol style="list-style-type: none"> <li>1. read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes</li> <li>2. read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)</li> <li>3. read many common exception words.</li> </ol> <p><u>In a book closely matched to the GPCs as above, the pupil can:</u></p> <ol style="list-style-type: none"> <li>1. read aloud many words quickly and accurately without overt sounding and blending</li> <li>2. sound out many unfamiliar words accurately.</li> </ol> <p><u>In discussion with the teacher, the pupil can:</u></p> <ol style="list-style-type: none"> <li>1. answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.</li> </ol>	<p><u>The pupil can:</u></p> <ol style="list-style-type: none"> <li>1. read accurately most words of two or more syllables</li> <li>2. read most words containing common suffixes</li> <li>3. read most common exception words.</li> </ol> <p><u>In age-appropriate books, the pupil can:</u></p> <ol style="list-style-type: none"> <li>1. read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute sound out most unfamiliar words accurately, without undue hesitation.</li> </ol> <p><u>In a familiar book that they can already read accurately and fluently, the pupil can:</u></p> <ol style="list-style-type: none"> <li>1. check it makes sense to them</li> <li>2. answer questions and make some inferences on the basis of what is being said and done.</li> </ol>	<p><u>The pupil can, in a book they are reading independently:</u></p> <ol style="list-style-type: none"> <li>1. make inferences on the basis of what is said and done</li> <li>2. predict what might happen on the basis of what has been read so far</li> <li>3. make links between the book they are reading and other books they have read.</li> </ol>