

Name:

Year 2 Reading Learning Card		D	S	GD	
Decoder	WTS	I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*			
	WTS	I can read accurately some words with two or more syllables that contain the same Grapheme-phoneme correspondences (GPCs)*			
	WTS	I can read many common exception words.*			
	WTS	I can read aloud many words quickly and accurately without overt sounding and blending sound out many unfamiliar words accurately			
	ARE	I can read accurately most words of two or more syllables.			
	ARE	I can read most words containing common suffixes.			
	ARE	I can read most common exception words			
	ARE	I can read most words accurately without overt sounding and blending, and sufficiently fluently to allow me to focus on my understanding rather than on decoding individual words.			
	ARE	I can sound out most unfamiliar words accurately, without undue hesitation.			
		I can self-correct when I have read a sentence incorrectly.			
Comprehender		I can read and blend all sounds I have been taught and recognise alternative sounds for groups of letters.			
	ARE	I can check that a book makes sense to me, correcting any inaccurate reading.			
	ARE	I can explain what has happened so far in what I have read.			
		I can re-tell a story, referring to most of the key events and characters.			
		I can find the answers to questions in non-fiction, stories and poems.			
		I can decide how useful a non-fiction text is for the purpose.			
Reading Detective		I can read and discuss the order of events in books and how items of information are related.			
	WTS	I can answer questions in discussion with the teacher and make simple inferences in a familiar book that is read to me .			
	ARE	I can answer questions and make some inferences in a book that I can already read fluently .			
	GD	I can make inferences in a book I am reading independently.			
	GD	I can make a plausible prediction about what might happen on the basis of what has been read so far in a book I am reading independently.			
	GD	I can make links between the book they are reading and other books they have read.			
Language Lover		I can recognise key themes and ideas within a text.			
		I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.			
		I can spot if a word has been read wrongly by following the sense of the text.			
		I can discuss my favourite words and phrases.			
		I recognise many poems and can recite some.			
		I can identify how vocabulary choice affects meaning - 'Crept lets you know that he is trying to be quiet'.			
Responder		I can identify and comment on vocabulary and literary features - ' <i>All fairy tales start with Once Upon a Time</i> '			
		I can make choices about what texts to read, based on prior reading experience.			
		I understand why a writer has written a text - 'She wants you to know how to make a kite'.			
Big Reader		I can participate in discussions about books, poems and other works that are read to me and those that I can read for myself.			
		I am aware that books are set in different times and places.			
		I can relate what I read to my own experiences.			
		I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.			
	I can continue to build up a repertoire of poems learnt by heart.				

