

Year 2 Annual Reading Targets

All the targets below are to be achieved through age-appropriate texts

- I can read RWI Grey books fluently.
- I can identify syllables within a word and combine them to read a word: e.g. unicorn, gingerbread, handkerchief.
- I can read words with almost all common suffixes: e.g. enjoyment, sadness, careful, hopeless, badly.
- I can read almost all common exception words.
- I can read most familiar words without hesitation and without overt sounding and blending.
- I can listen to, discuss and express views about a range of stories and non-fiction the teacher has read to me, at a level beyond I can read myself.
- I can recount the main events in a range of stories.
- I recognise simple recurring literary language in stories and poetry: e.g. 'I'll huff and I'll puff', question and answer patterns in poems, refrains.
- I can recite 2 or 3 poems off by heart with intonation to make the meaning clear.
- I can discuss and clarify meanings of words usually linking new meanings to known vocabulary: e.g. painkiller, blackberry, invisible.
- I can check what I have read makes sense, self correcting as needed.
- I can make simple inferences about characters based on what is being said and done.

- I predict what might happen with answers linked closely to the story characters, plot and language read so far
- I can discuss my favourite words and phrases and give reasons for my choice.
- I can explain how non-fiction books are used and can identify key features and use these to help find information: e.g. facts, photographs, diagrams, labels, index, heading.
- I contribute ideas and thoughts to class discussion.
- I can remember significant events/key information and can make comments relating to other children's comments.

Year 2 Annual Writing Targets

- I can a narrative about my own and others' experiences (real and fictional).
- I can write about real events, recording these simply and clearly .
- I use the present and past tense mostly correctly.
- I use coordination (or / and / but) and some subordination (when / if / that / because) to join parts of a longer sentence.
- Most of the time I correctly use:
 - capital letters
 - full stops
- Sometimes I correctly use:
 - question marks
 - exclamation marks
- I can segment (break up) spoken words into their sounds in order to write them correctly, or phonetically correctly.
- I can spell many common exception words.
- I write capital letters, lower case letters and digits correctly.
- I use spaces between words appropriately.