

Year 2						
Developing	Dates for evidence					
<b>Word Reading</b>						
I can read accurately by blending the sounds in words that contain common graphemes						
I can blend sounds for all 40+ phonemes						
I can read accurately some polysyllabic words which contain taught grapheme-phoneme correspondences (GPCs)						
I can read many common exception words						
I am beginning to read some words containing suffixes –s, –es, –ing, –ed, –er, –y, –ment, –ness, –ful, –less, –tion, –ly and –est						
I am developing fluency by reading aloud many words quickly and accurately without overt sounding and blending						
I can sound out many unfamiliar words accurately using a variety of picture clues and simple blending/segmenting						
I am increasing confidence with multiple reads of the same story.						
<b>Comprehension</b>						
I can listen to, discuss and express views about poems, stories and non-fiction texts.						
I am beginning to sequence key events in books.						
I am beginning to discuss how items of information are related.						
I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.						
I am improving awareness of the basic features of a non-fiction text (index, contents, headings etc.)						
I am using simple recurring literary language with familiar stories and poems.						
I am clarifying the meaning of new words with support from adults						
I am discussing favourite words and simple phrases.						
I know a few familiar poems by heart and reciting them						
I am learning to use rhythm, tone and expressions to perform poetry.						
I can make simple inferences based on my own experiences and prior knowledge.						
I can reread corrections, when they are drawn to my attention.						
I am asking and answering questions and making inferences on the basis of what is being said and done in a familiar book that is read.						
I can make simple reference to the main events of a known story.						
I can make predictions based on previous experiences, with appropriate texts.						
I am participating in discussion about what is read, taking turns and listening to what others say						
I am beginning to explain and discuss my understanding of what they read.						
<b>Secure</b>						
<b>Word Reading</b>						
I can continue to apply phonic knowledge and skills to decode new words.						
I can read accurately by blending the sounds in words that contain the graphemes taught so far.						
I can read accurately words of two or more syllables that contain the same graphemes.						
I can read words containing common suffixes –s, –es, –ing, –ed, –er, –y, –ment, –ness, –ful, –less, –tion, –ly and –est						
I can read further common exception words.						
I can read most words quickly and accurately, without overt sounding and blending.						
I can read aloud books, sounding out unfamiliar words accurately.						
I can reread books to build up their fluency and confidence in word reading.						
<b>Comprehension</b>						
I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction independently.						
I can discuss the sequence of events in books and how information is related.						
I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.						
I am being introduced to non-fiction books that are structured in different ways						
I can recognise simple recurring literary language in stories and poetry						
I can discuss and clarifying the meanings of words, linking new meanings to known vocabulary						
I can discuss favourite words and phrases						
I can draw on what I already know or on background information and vocabulary provided by the teacher						
I can check that the text makes sense as I read, and correct inaccurate reading						
I can make inferences on the basis of what is being said and done						
I can predict what might happen on the basis of what has been read so far						



I can participate in discussion about books, poems and other works that are read, take turns and listening to what others say						
I can explain and discuss my understanding of books, poems and other material.						