Year 2 Reading Checklist   Name: Class:

Autumn Skills	Achieved	Spring Skills	Achieved	Summer Skills	Achieved
Word Reading		**Word Reading**		**Word Reading**	
I can blend phonemes and consonant clusters to read words		**I can recognise a full range of vowel digraphs and use them to read unfamiliar vocabulary**		**I can read unfamiliar texts accurately, with some expression and intonation**	
I can notice when my reading does not make sense and self-correct		I can accurately read almost all of a text with complex sentence structures and unfamiliar vocabulary		I can orchestrate a range of cues and strategies to solve unfamiliar words	
I can use context clues to decipher unfamiliar vocabulary		**I can recognise some common prefixes and regular verb endings, which I am showing by reading those words fluently**		**I can recognise the full range of consonant digraphs, and use them to decoding automatically and fluently**	
I can tackle unfamiliar words using phonic strategies with some encouragement		**I can read on sight almost all of the year appropriate common exception words**		I can read aloud with appropriately expressive intonation	
I can recognise and read a range of consonant digraphs; kn, wr, ph, etc.		I can read independently with sustained concentration		I can make use of the context to work out the meanings of unfamiliar words	
Comprehension – Information Finders		**Comprehension – Information Finders**		**Comprehension – Information Finders**	
I can locate specific information in response to a simple question		I can use scanning to find useful sections of the text		I can read closely to obtain specific information	
I generally have a clear idea of where to look for information in books structured in different ways		I can skim the title, contents or blurb of a text to determine whether it will be useful or enjoyable		**I am beginning to generate questions before reading and locate answers in the text**	
I can comment on main characters and how they relate to each other		**I can show understanding of the main points of the text and retell the story**		**Comprehension – Text Detectives**	
Comprehension – Text Detectives		**Comprehension – Text Detectives**		**I can make sensible predictions about what is likely to happen in the story and to different characters**	
I can predict what a book might be about based on the information on the front cover		**I can respond to main characters and events by making simple inferences about thoughts and feelings**		**I can identify and discuss characters, speculating how they might behave and giving reasons**	
I can predict more than one event from my previous reading – either a series of consequences or a range of alternatives		**I can discuss reasons for, or causes of, incidents in the story**		I am sometimes able to base predictions on the experience of reading similar books	
Comprehension – Text Builders		**Comprehension – Text Builders**		**Comprehension – Text Builders**	
I can sequence the main points of a story		I can recognise the difference between fiction and non-fiction		I can use and discuss organisational devices, using the correct terminology: index, contents, headings, labels, diagrams etc.	
I can remember and retell a short story in the correct order, sometimes referring to the illustrations		**I am beginning to understand how non-fiction texts are organised**		**Comprehension – Language Thinkers**	
I can use the terminology such as title, cover, author, blurb, illustrator, character, setting, etc. to discuss the text		**Comprehension – Language Thinkers**		I can recognise speech marks when reading and understand their function	
Comprehension – Language Thinkers		I can identify adjectives and adverbs in a text and use appropriate terminology.		**I can discuss the meanings of words and phrases that create particular effects (including recurring literary language)**	
I can recognise the function of the apostrophe for omission and pronounce contracted forms correctly when reading		**I can discuss my favourite words and phrases in a text**		**Comprehension – Becoming a Writer**	
I can identify nouns and verbs in a text and use appropriate terminology.		**Comprehension – Becoming a Writer**		I am beginning to identify and comment on different points of view in the text	
Comprehension – Becoming a Writer		**I can express an opinion about the content or characters across a wide range of texts**		**Comprehension – Historians and Geographians**	
I can use appropriate terminology when discussing texts; character, illustrator, setting, etc.		**Comprehension – Historians and Geographians**		I can choose books based on a familiar theme, personal interest, previous reading or author/illustrator	
Comprehension – Historians and Geographians		**I recognise similarities in the plot or characters across different stories**			
I can participate in a discussion about a text taking turns and listening to what others say		**I can make comparisons between books, noting similarities and differences**			
		I can sometimes relate texts to other known texts during discussion			