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| **English – Reading** **I Can Statements - Band 2** |
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| **Band** | **Word Reading** |  |
| 2 | I can use the sounds I know to decode words automatically and my reading is fluent. |  |
| 2 | I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters. |  |
| 2 | I can read words of two or more syllables that contain sounds I have been taught. |  |
| 2 | I can read words containing common suffixes. |  |
| 2 | I can read further common exception words and see where the sounds do not match. |  |
| 2 | I can read most words quickly and accurately without needing to sound and blend words I have seen before . |  |
| 2 | I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses. |  |
| 2 | I can re-read books sounding out new words correctly to improve my speed and confidence. |  |
| **Band** | **Comprehension** |  |
| 2 | I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself . |  |
| 2 | I can enjoy reading and discussing the order of events in books and how items of information are related. |  |
| 2 | I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others. |  |
| 2 | I can enjoy reading by recognising repeated themes and ideas in stories and poems. |  |
| 2 | 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. |  |
| 2 | I can talk about my favourite words and phrases. |  |
| 2 | 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. |  |
| 2 | 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. |  |
| 2 | I can spot if a word has been read wrongly by following the sense of the text. |  |
| 2 | 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. |  |
| 2 | I can ask and answer simple questions about the books or stories I am reading. |  |
| 2 | I can say what might happen next in a story based on what has happened so far. |  |
| 2 | 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. |  |
| 2 | I can explain what I think about books, poems and other material that I have read or heard. |  |