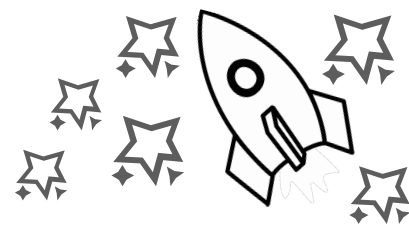# Achievement Statements
Year 2 Reading

Foundational Achievement Statements	Power Statement
I can decode words quickly and fluently using GPC's	☆
I can read 100 high frequency irregular words	☆
I can recognise and read alternative sounds for graphemes	☆
I can read words of two or more syllables by blending sounds in words	☆
I can read words containing common suffixes	
I can recite a range of poems, using intonation to help make the meaning clear	
I can read at an age equivalent level of 7 years and 8 months or more (as measured on a normative test)	
I can read aloud a familiar text at my level at a rate of 90 words per minute	☆

Conceptual Achievement Statements	Power Statement
I can use information in the text to talk about a story I am reading or listening to	☆
I can ask other people simple questions about a text	
I can re-tell a range of familiar stories	☆
I can give examples of some phrases and sentences that appear in a lot of stories (e.g. Once upon a time)	☆
I can talk about my favourite words and phrases in different books I have read	
I can talk about a part of a story and explain why I liked it	
I can talk about the plot, setting and characters in familiar and less familiar books	☆
I can notice when reading does not make sense and suggest a possible correction	☆
I can use the meanings of words I know to try to understand the meaning of an unfamiliar word	☆
I can self-correct by looking backwards and forwards in a text when I am reading	☆
I can talk about the sequence of events in books and how they are linked to one another	☆
I can talk about things that might have happened in a story and make predictions	☆
I can make inferences from what is being said or done in a story	☆
I can express an opinion about the way a story is unfolding	
I can give my own opinion about events and actions within the text	
I can comment on the way that non-fiction text is organised and can see how this helps the reader to find wanted information	
I can refer to parts of the text to help me explain what I enjoyed and did not enjoy about the book I have read	☆

The Progression of Evidence				
This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.