

Independent Reading Targets Year 2

In independent reading and challenging texts shared at whole class level, the child is able to:							
Themes and Conventions	E	D	S	Comprehension	E	D	S
Recognise the main purpose of text e.g. “It tells you how to ...” “It tells you where animals live”, “The writer doesn’t like violence.” Show some awareness that writers have viewpoints e.g. “She thinks it’s not fair.” Identify similarities and differences between fiction and non-fiction e.g. similarities in plot, topic, about same characters. “This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing.”				Express personal responses, including likes and dislikes with reasons, e.g. “She was just horrible like my Gran is sometimes.” Use evidence including quotations from or references to text e.g. often retelling or paraphrasing sections of the text rather than using it to support comment Recall straightforward information e.g. names of characters, main ingredients Be able to answer and ask questions by locating information in texts e.g. about characters, topics Discuss sequence of events in stories Simple, most obvious points identified e.g. about information from different places in the text Understand that non-fiction texts are structured in different ways e.g. this part tells about different things you can do at the zoo Identify some familiar patterns of language e.g. first, next Work out meanings of some new vocabulary from context and knowledge of e.g. prefixes (happy/unhappy) Recognise recurring literary language e.g. long ago			
Inference	E	D	S	Language for Effect	E	D	S
Use personal experience to connect with texts e.g. a response based on what they personally would be feeling rather than feelings of character in the text Make plausible predictions based on reading of text e.g. “He’s going to run away,” or “I think it will tell us how the fire started.” Make plausible inferences based on a single point of reference in the text e.g. give reasons for why things happen or characters change, such as, “Henry started to behave because he knew his mum had sweets in her bag” or, “Children had to work all day in the mine – that’s why they were scared and tired.”				Comment on language choices e.g. “slinky” is a good word for a cat. Recognise patterns of literary language e.g. once upon a time, first, next, last. Work out meanings of new vocabulary from context e.g. squashed and squeezed and knowledge of e.g. prefixes, unhappy			
Independent Reading							
Reads fluently, with concentration, and is able to discuss texts. Maintains expected reading (recorded in reading record) and consistently uses Reading Plus							