

POINT D'ÉTAPE CP 2026

TOME 2 CAHIER ADAPTÉ

Prénom de l'élève

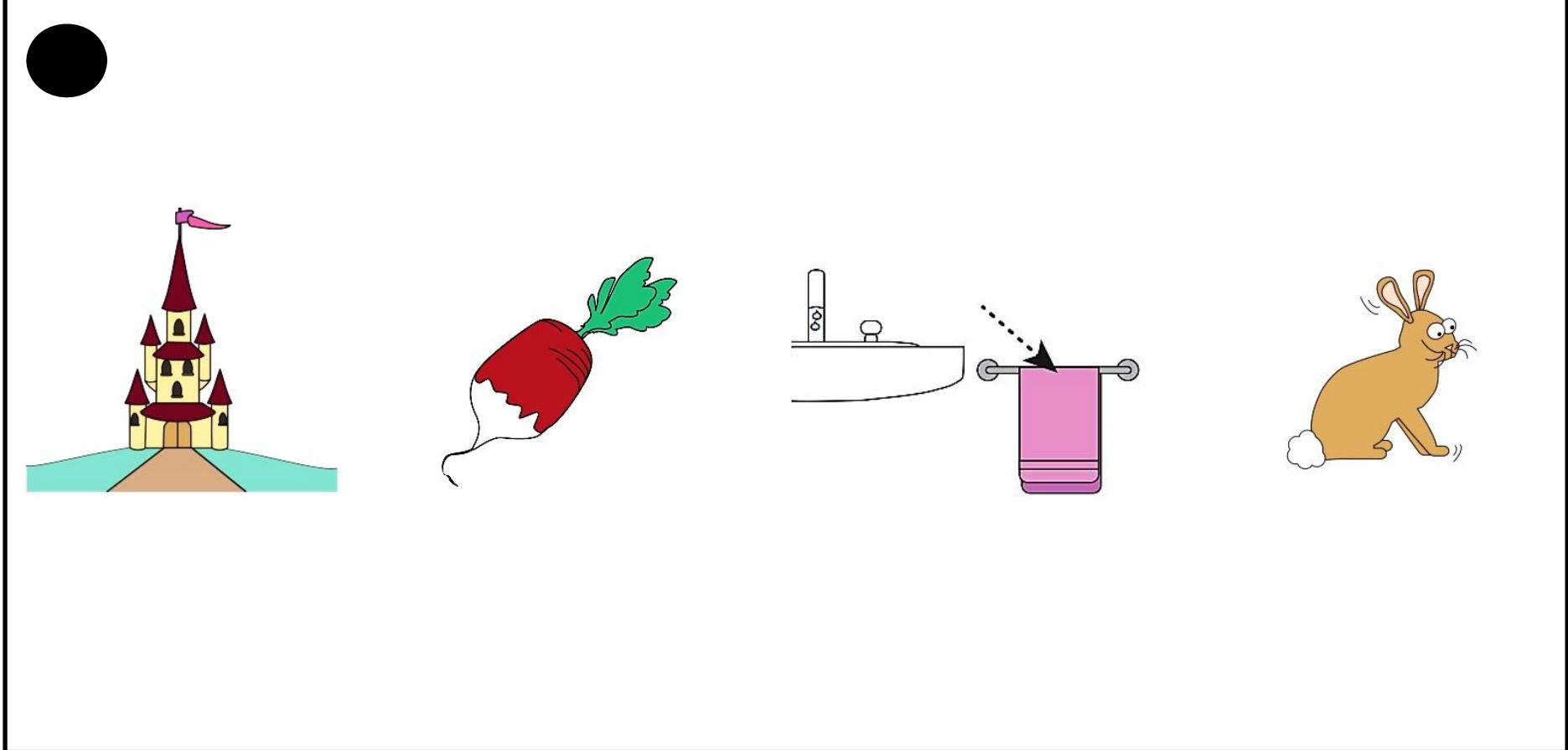
Nom de l'élève

Classe de l'élève

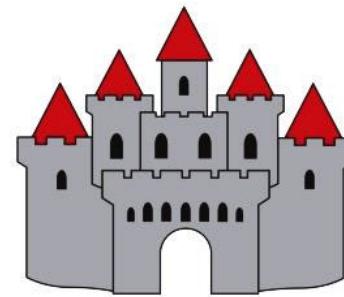
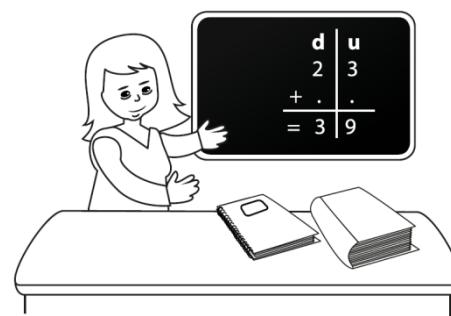
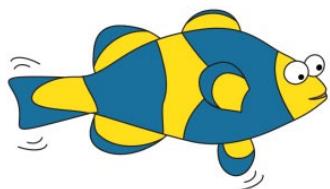
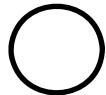
SÉQUENCE 3

FRANÇAIS

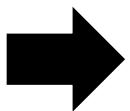
Exercice 9



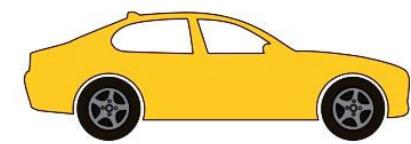
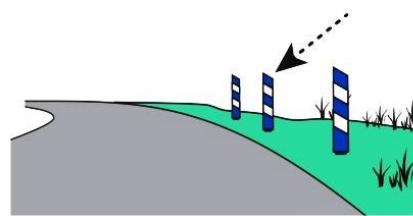
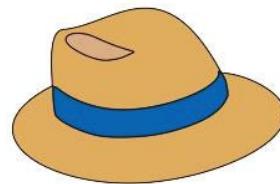
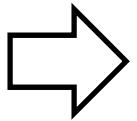
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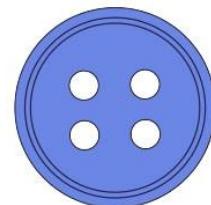
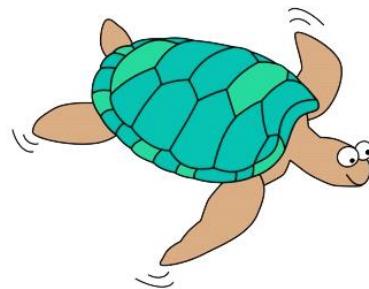
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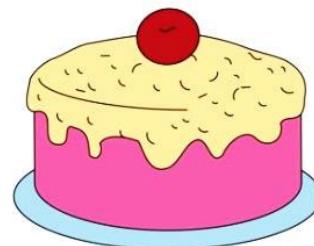
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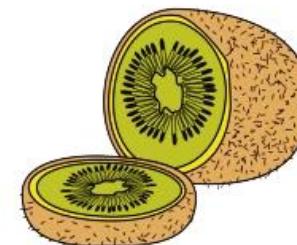
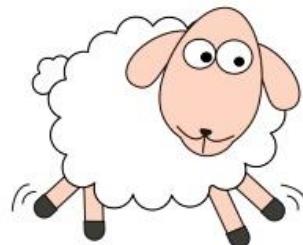
Exercice 9 (suite)



Exercice 9 (suite)

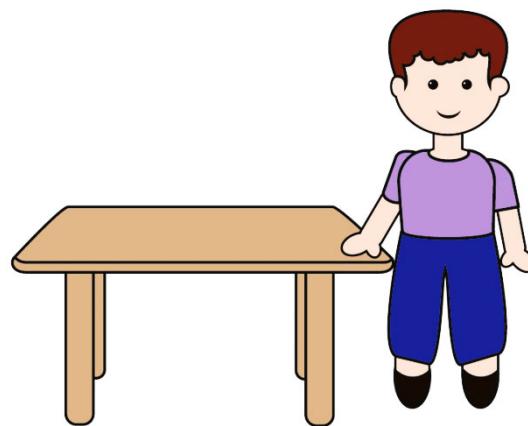
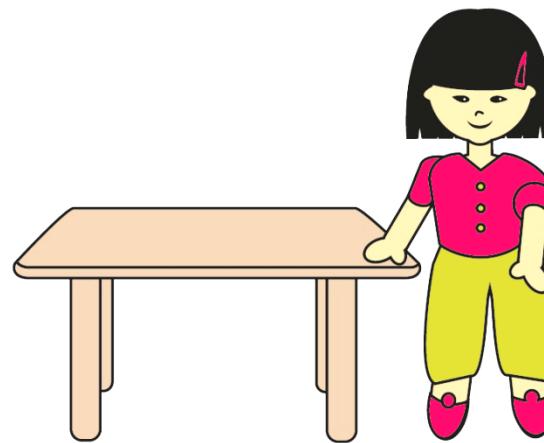


Exercice 9 (suite)



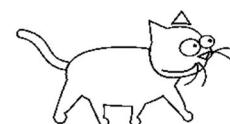
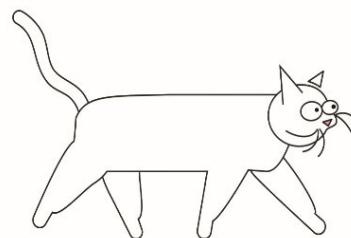
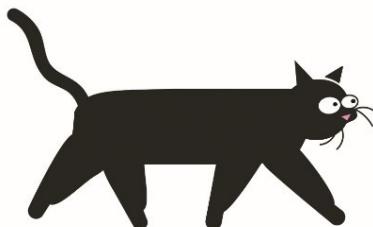
Exercice 10

Il ne court pas.



Exercice 10 (suite)

Le chat est petit mais pas noir.



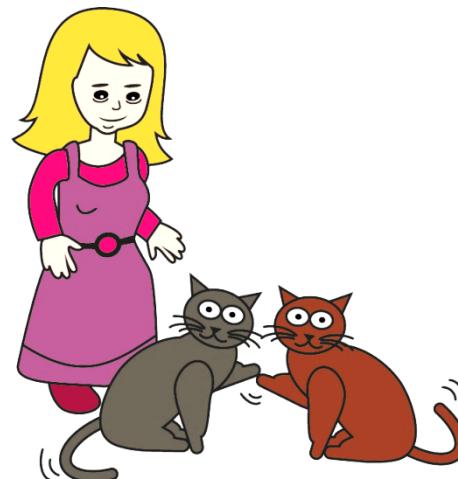
Exercice 10 (suite)

La souris est devant la cage.



Exercice 10 (suite)

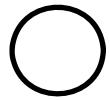
Elle les regarde.



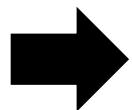
Exercice 11



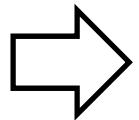
Exercice 11 (suite)



Exercice 11 (suite)



Exercice 11 (suite)



Exercice 11 (suite)



Exercice 11 (suite)



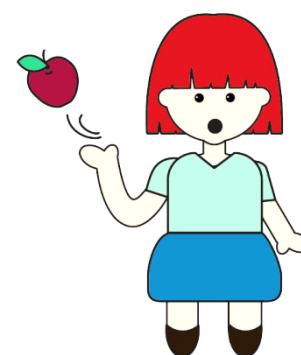
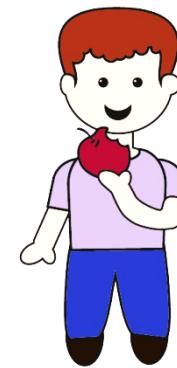
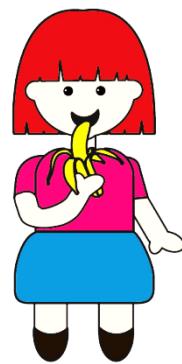
Exercice 11 (suite)



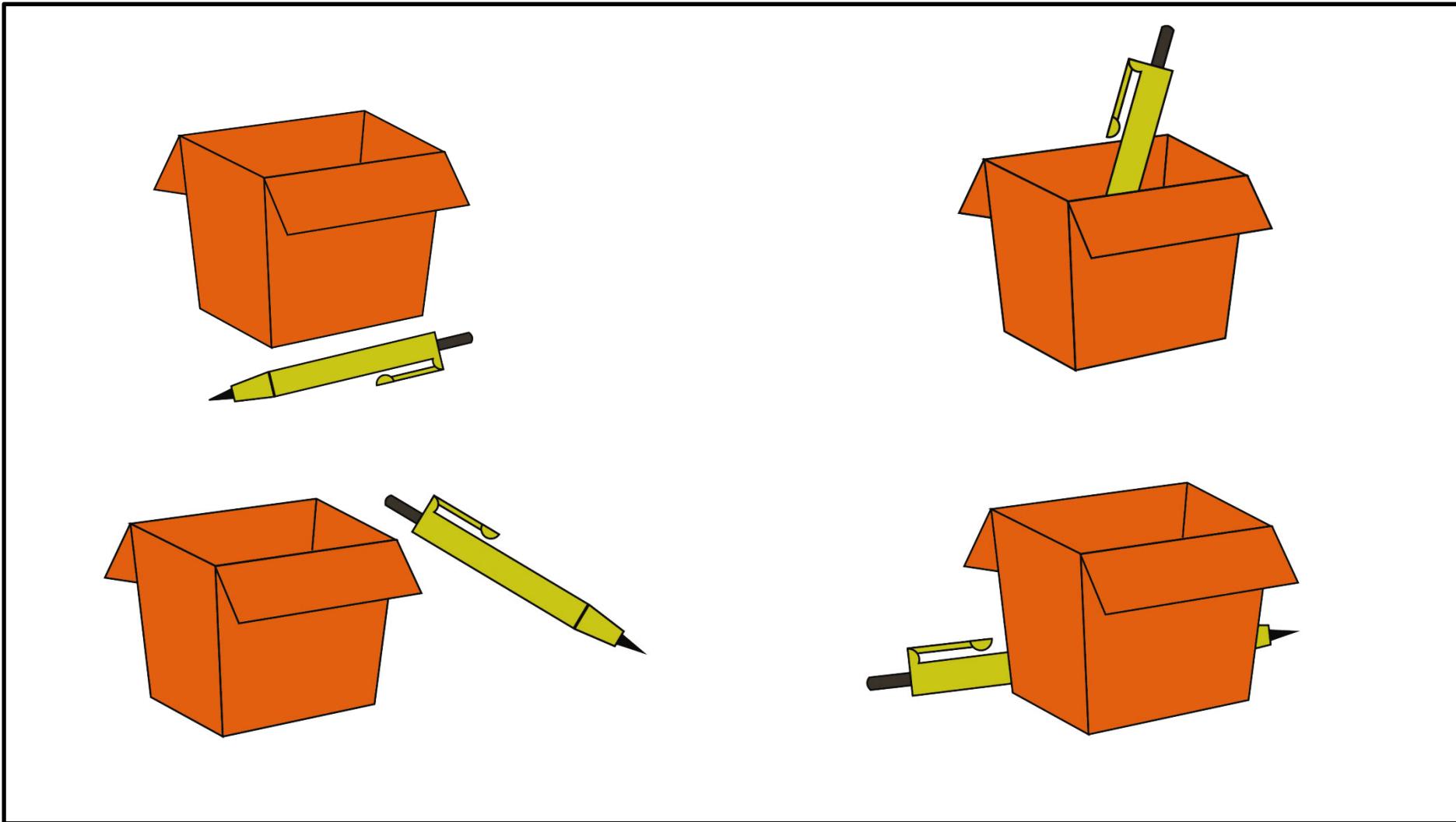
Exercice 11 (suite)



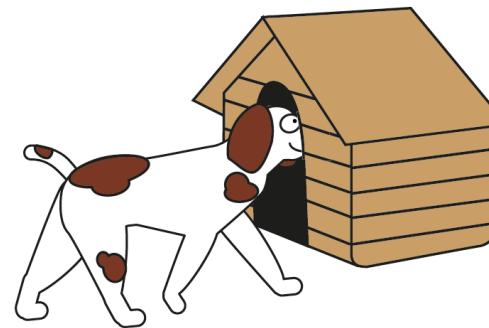
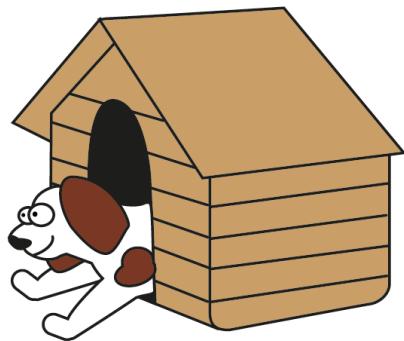
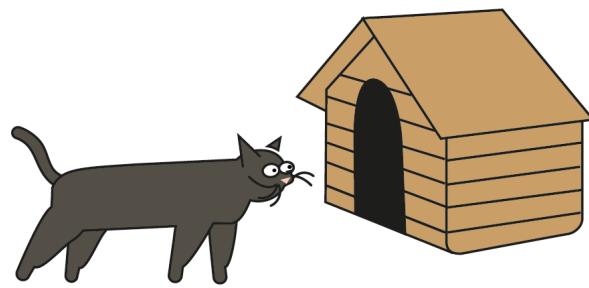
Exercice 12



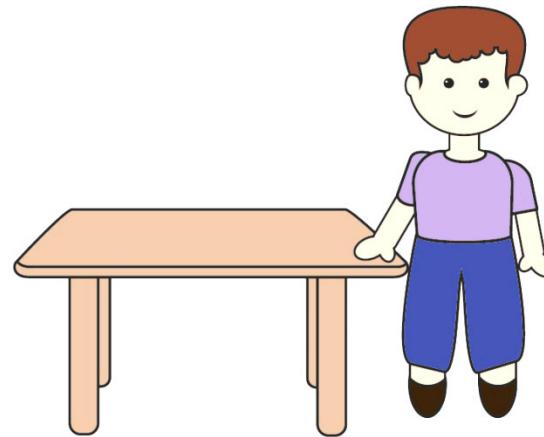
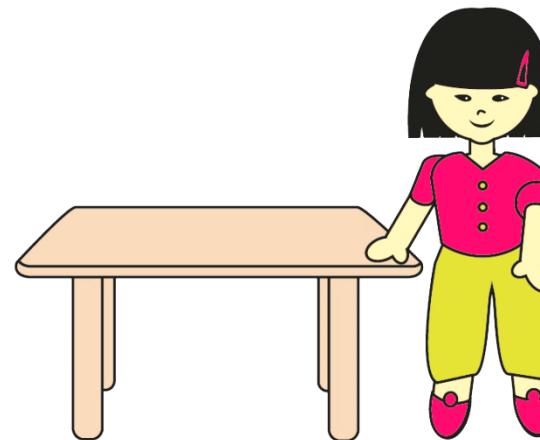
Exercice 12 (suite)



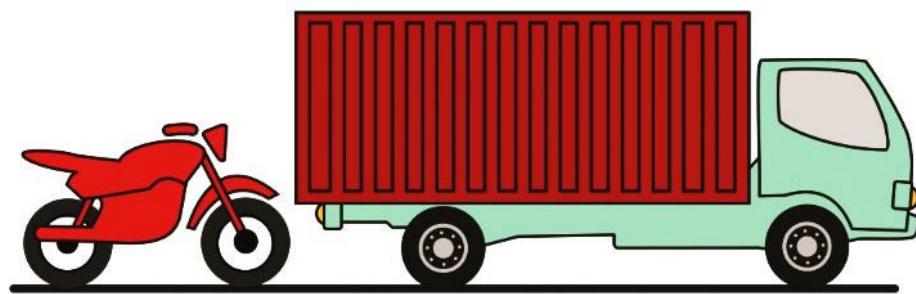
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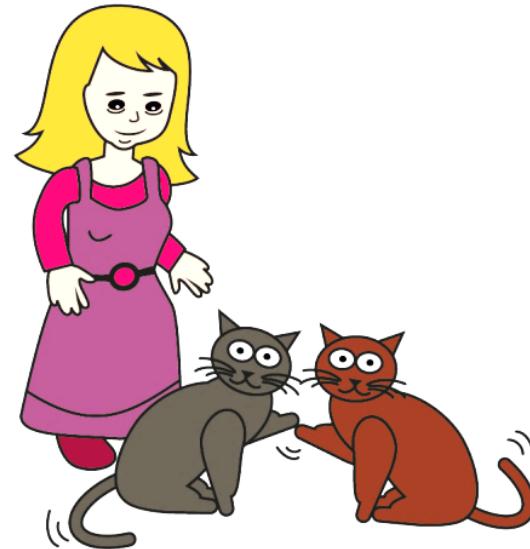
Exercice 12 (suite)



Exercice 12 (suite)



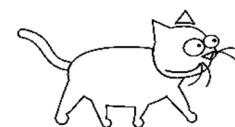
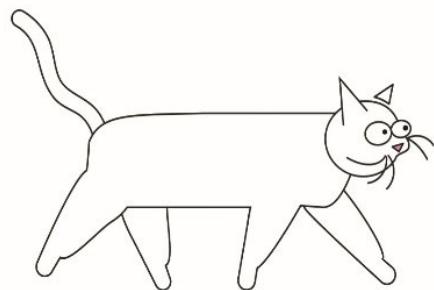
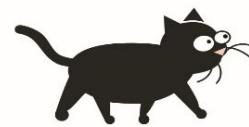
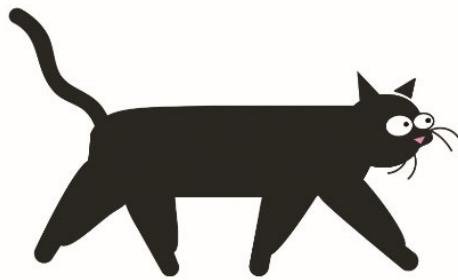
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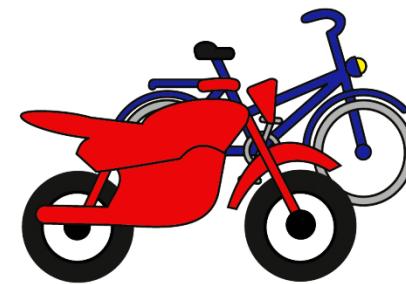
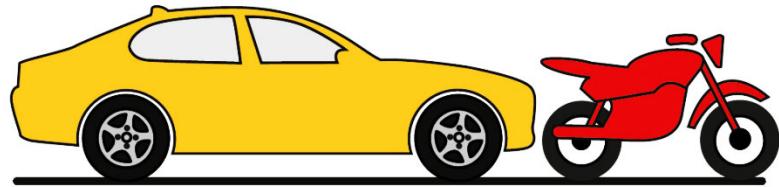
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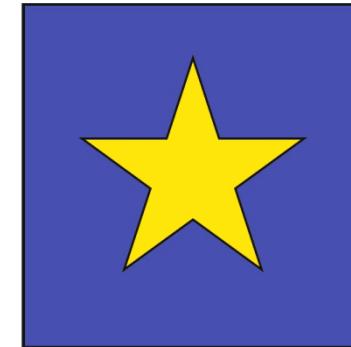
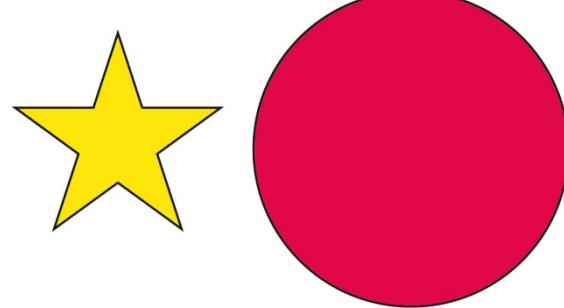
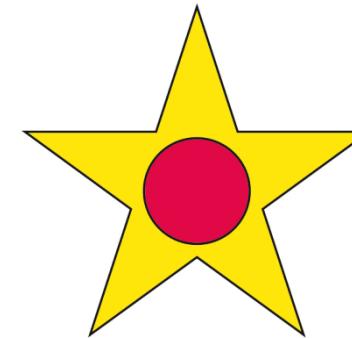
Exercice 12 (suite)



Exercice 12 (suite)



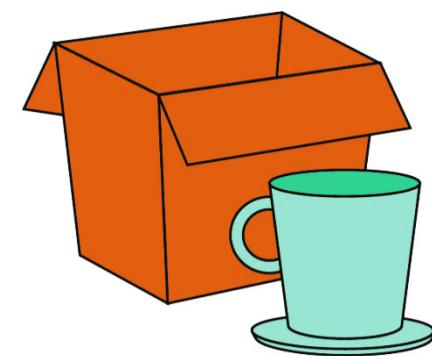
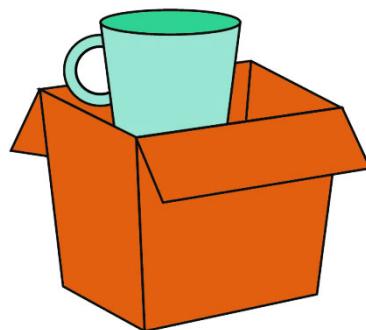
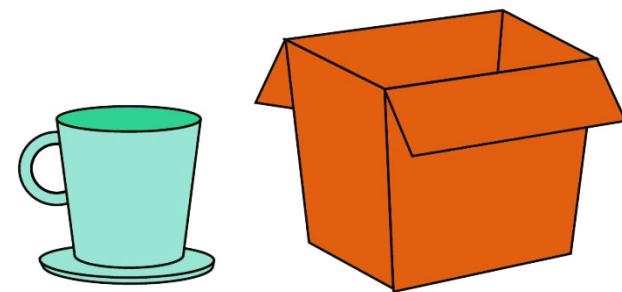
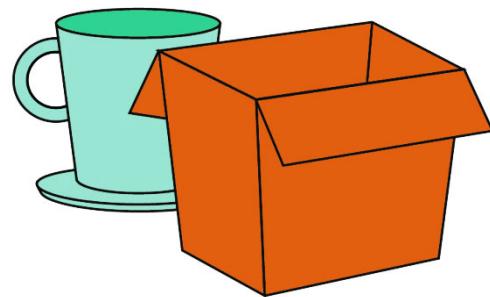
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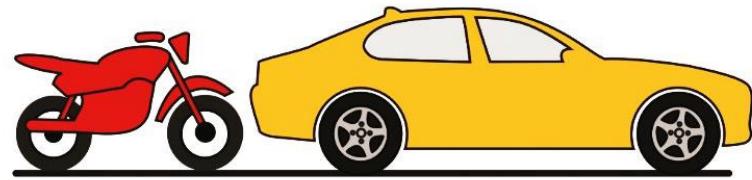
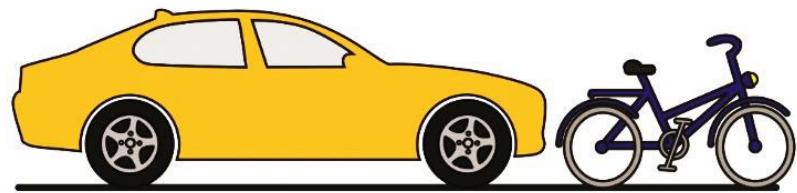
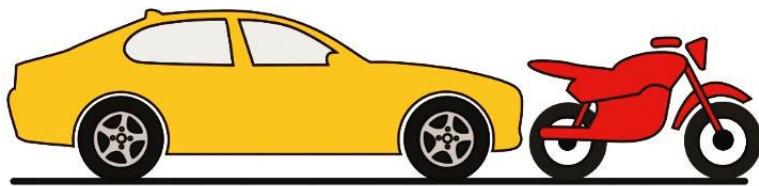
Exercice 12 (suite)



Exercice 12 (suite)



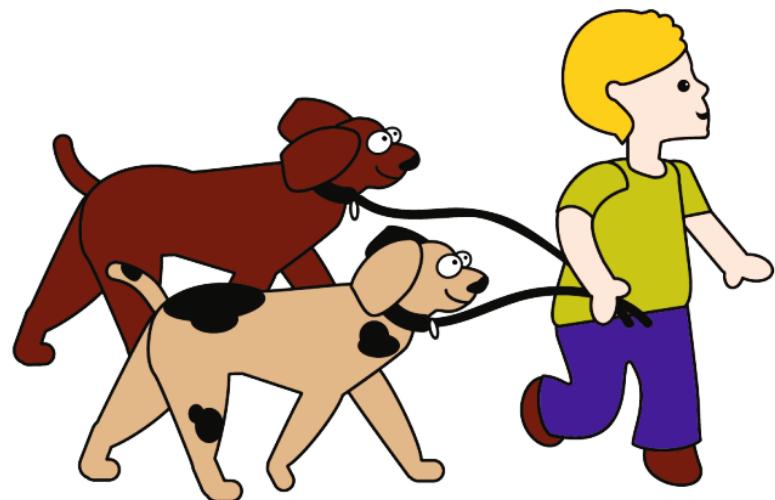
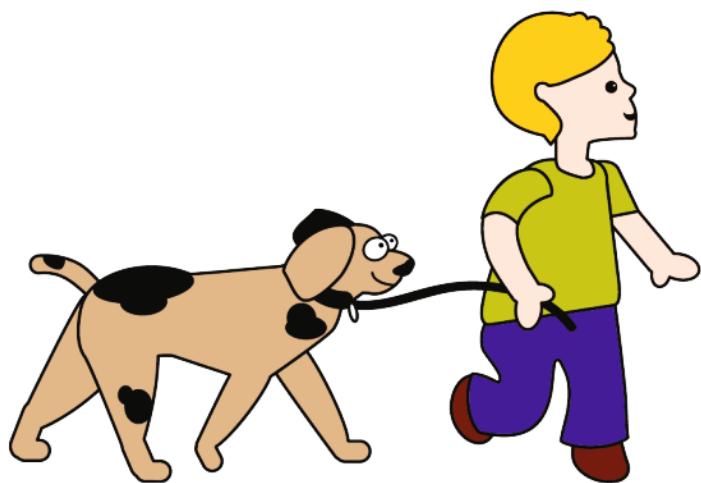
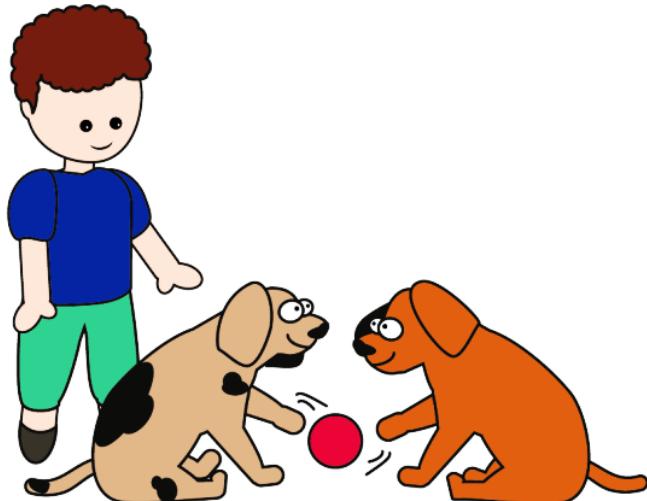
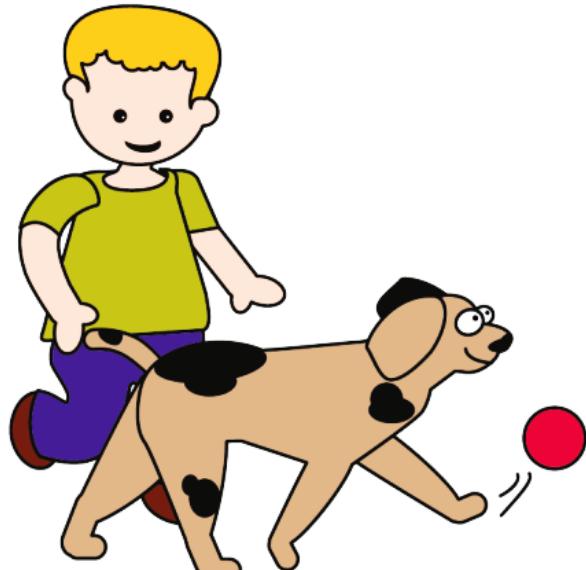
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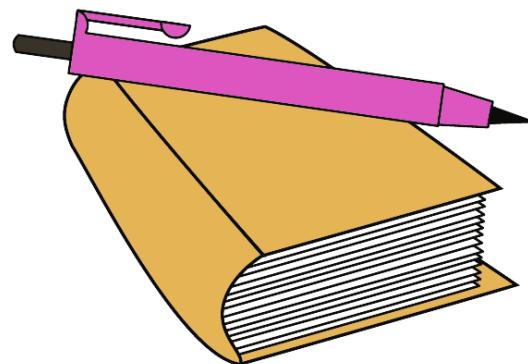
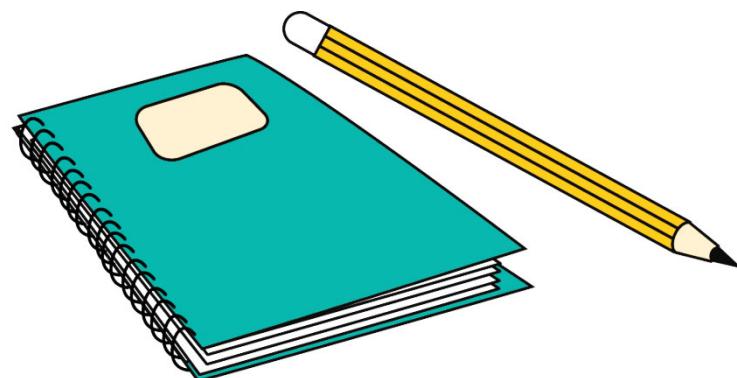
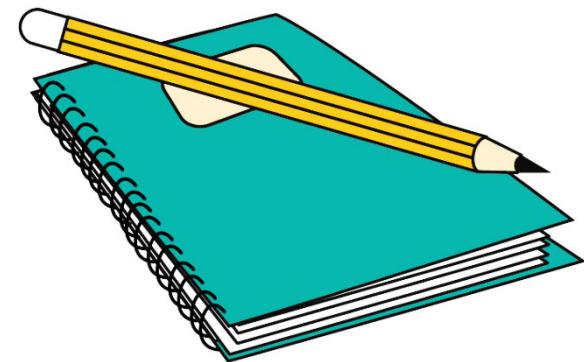
Exercice 12 (suite)



Exercice 12 (suite)



Exercice 12 (suite)



SÉQUENCE 4

MATHÉMATIQUES

Exercice 13

$2 - 1 =$

5

1

3

2

7

8

Exercice 13 (suite)

$4 - 3 =$

6

7

2

3

1

5

Exercice 13 (suite)

$5 - 2 =$

2

5

3

6

4

7

Exercice 13 (suite)

$7 - 5 =$

4

6

8

3

12

2

Exercice 13 (suite)

$8 - 1 =$

9

7

8

11

12

10

Exercice 13 (suite)

7 - 7 =

8

11

1

2

14

0

Exercice 13 (suite)

$8 - 4 =$

4

12

5

6

8

7

Exercice 13 (suite)

9 - 7 =

16

10

3

4

6

2

Exercice 13 (suite)

$19 - 2 =$

19

21

192

18

17

2

Exercice 13 (suite)

$11 - 2 =$

2

10

13

11

9

112

Exercice 13 (suite)

$15 - 10 =$

10

6

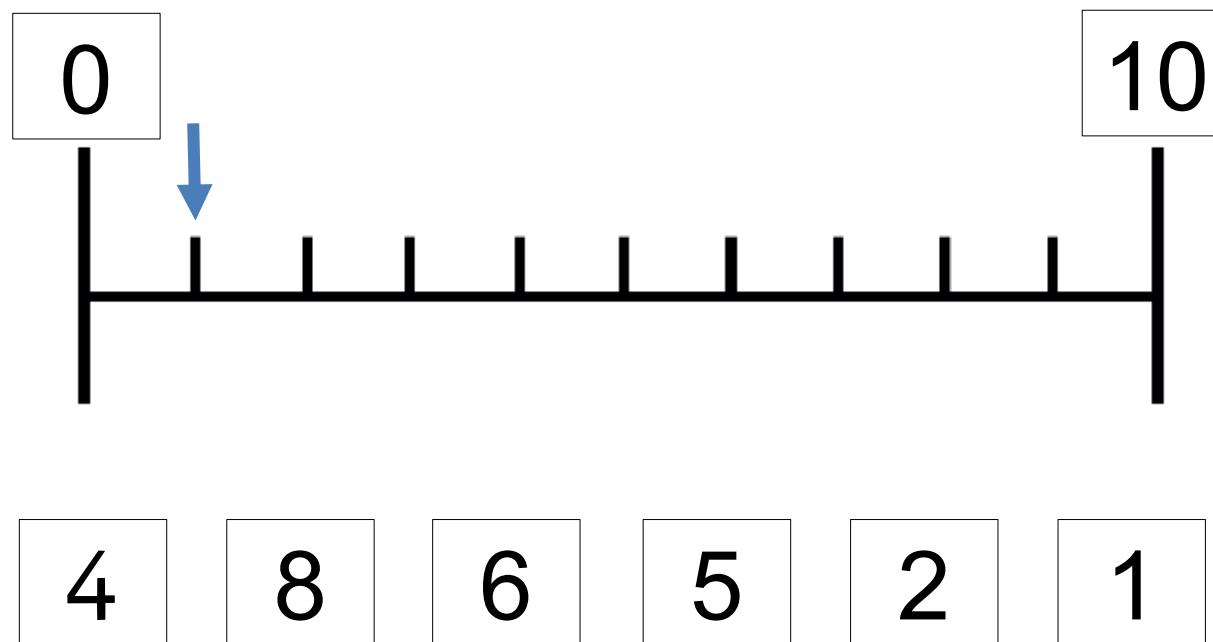
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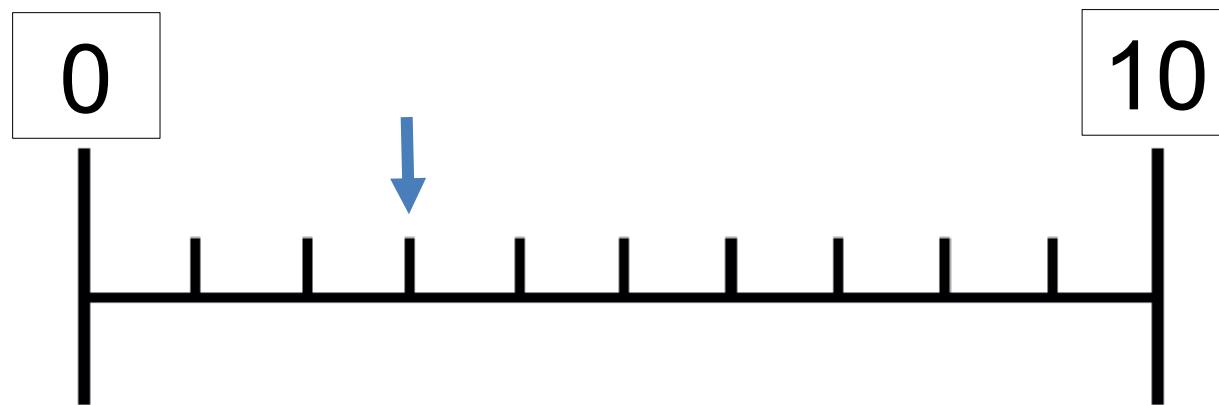
25

1510

Exercice 14



Exercice 14 (suite)



1

11

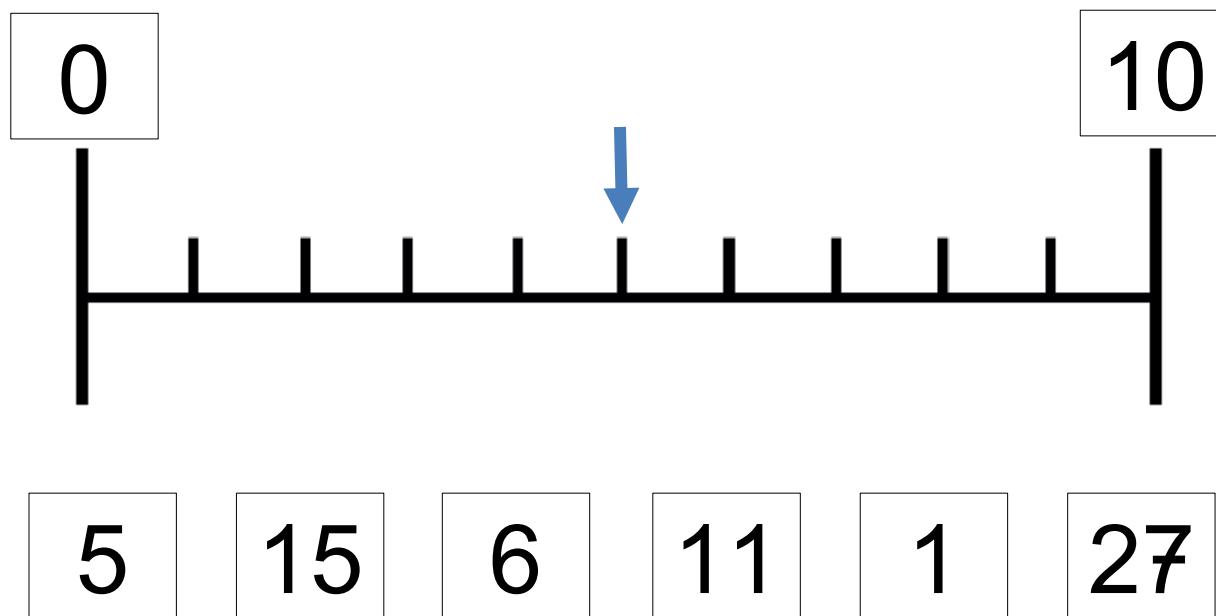
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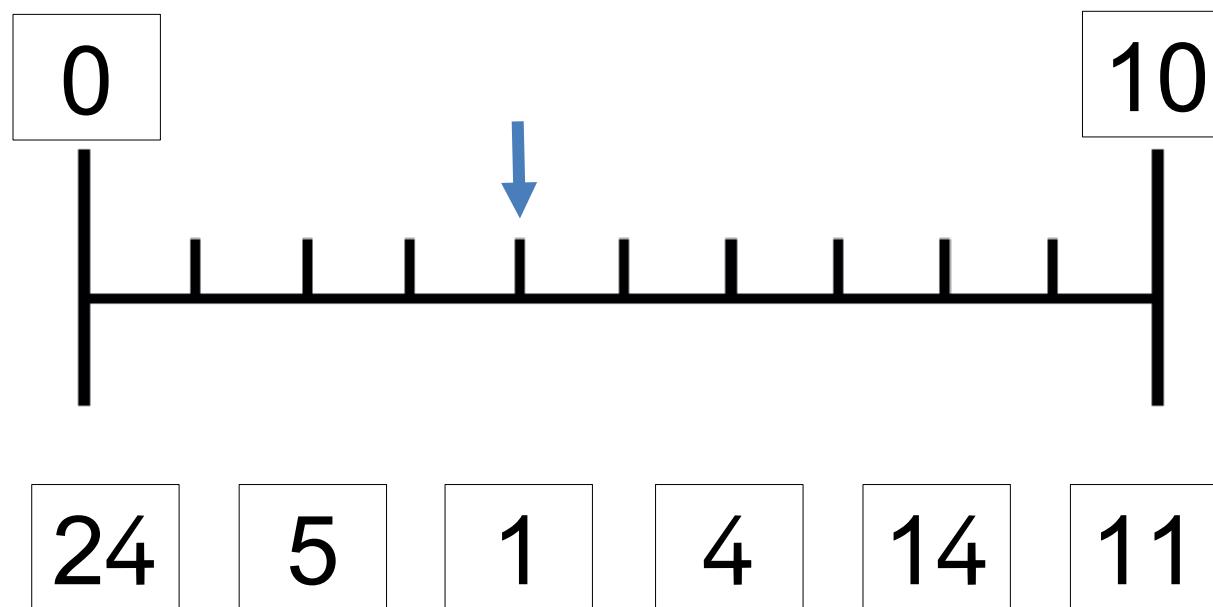
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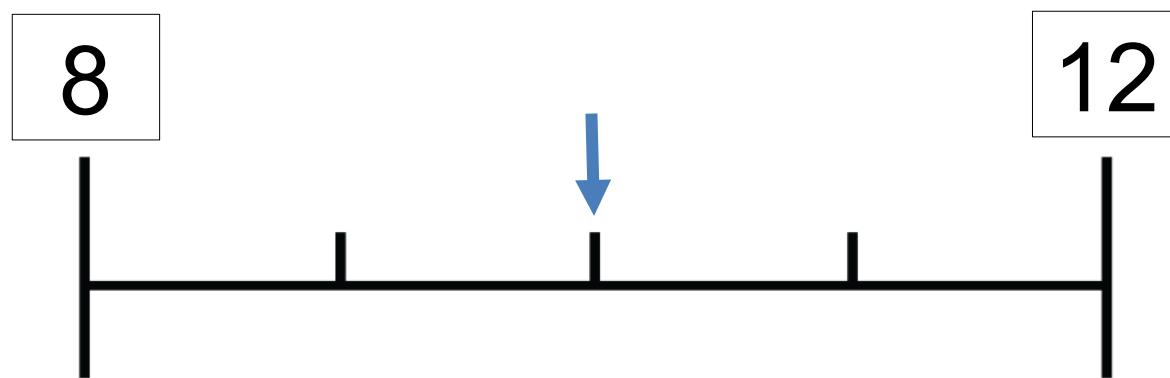
Exercice 14 (suite)



Exercice 14 (suite)

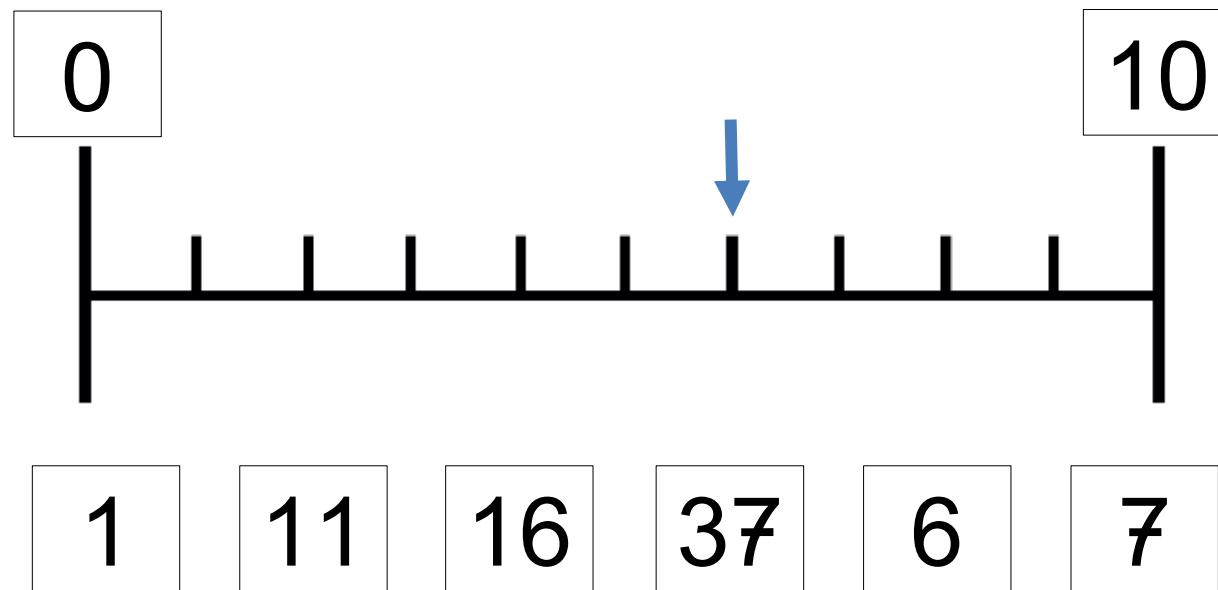


Exercice 14 (suite)

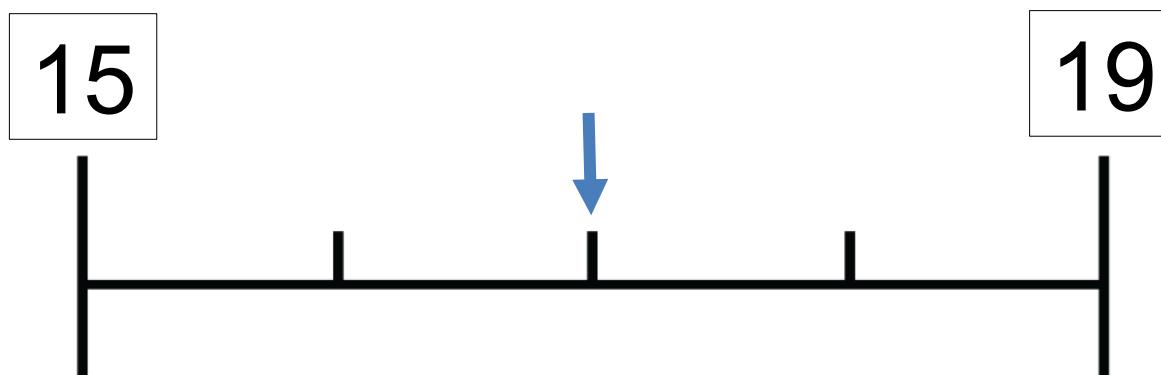


- 7
- 13
- 20
- 11
- 35
- 10

Exercice 14 (suite)

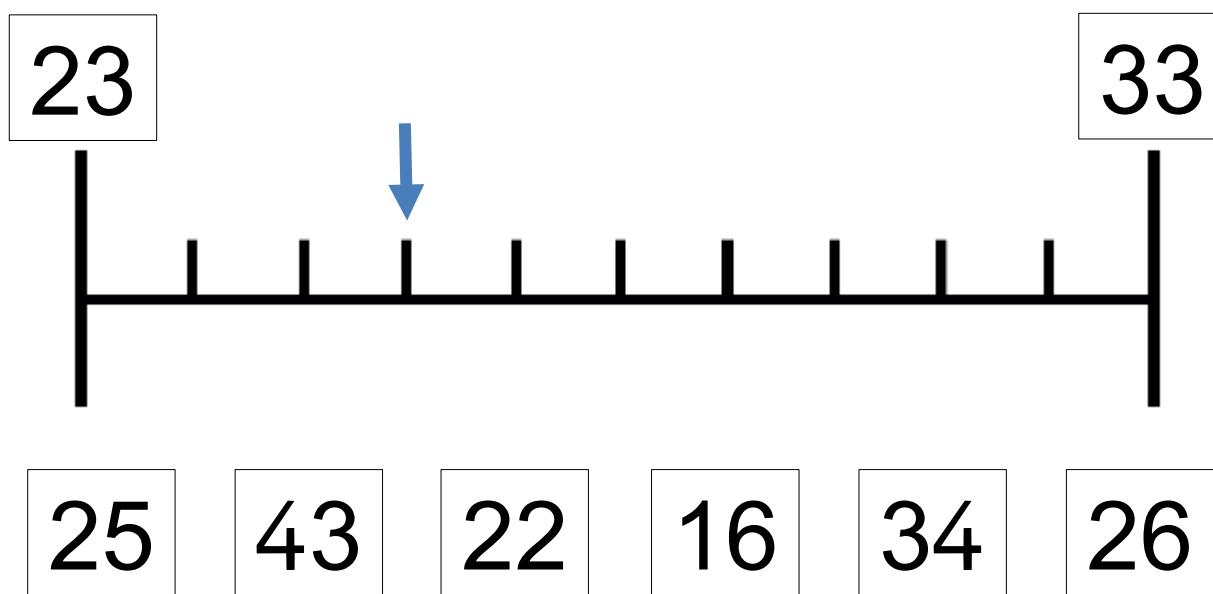


Exercice 14 (suite)

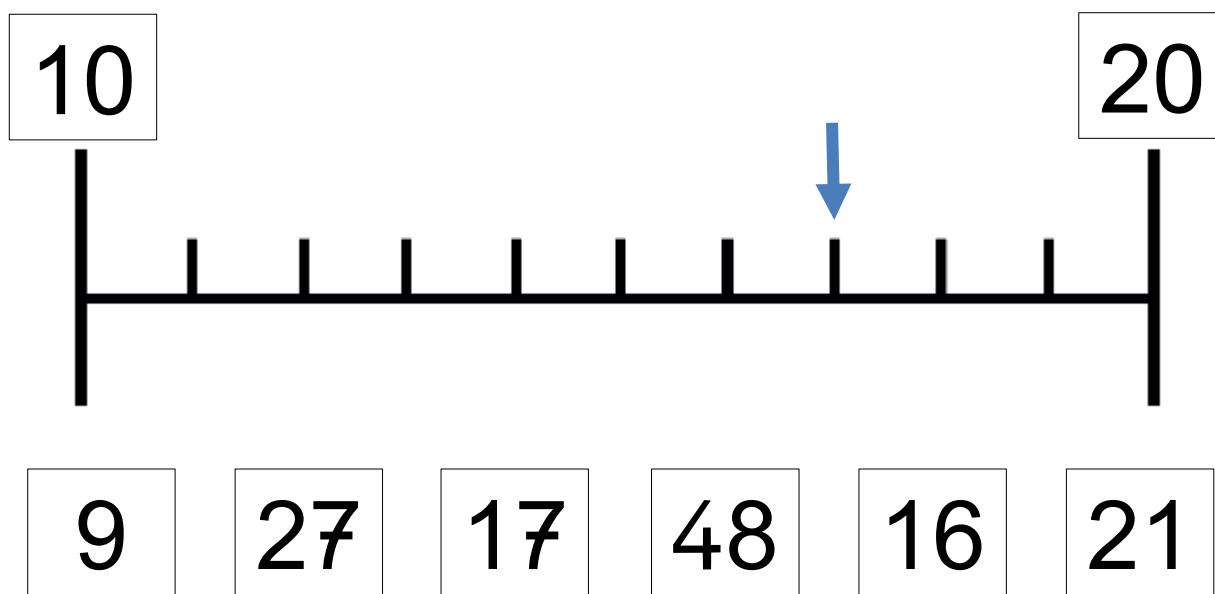


- 14**
- 27**
- 16**
- 20**
- 49**
- 17**

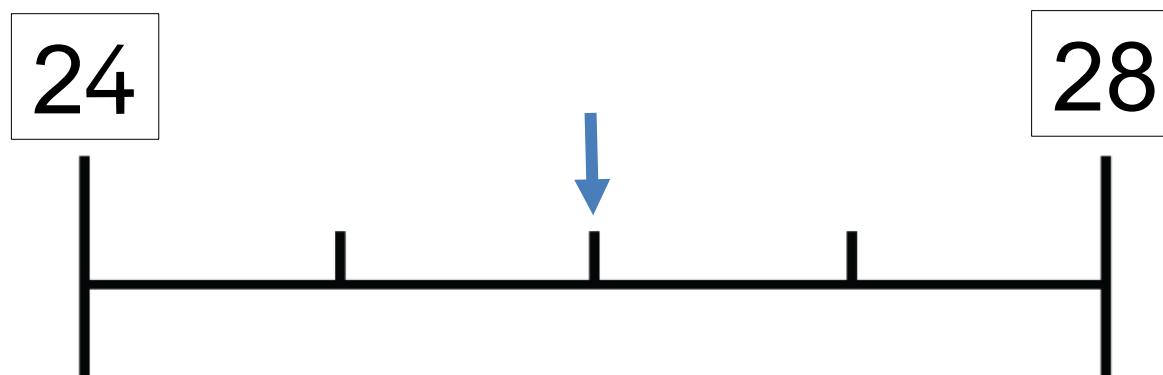
Exercice 14 (suite)



Exercice 14 (suite)

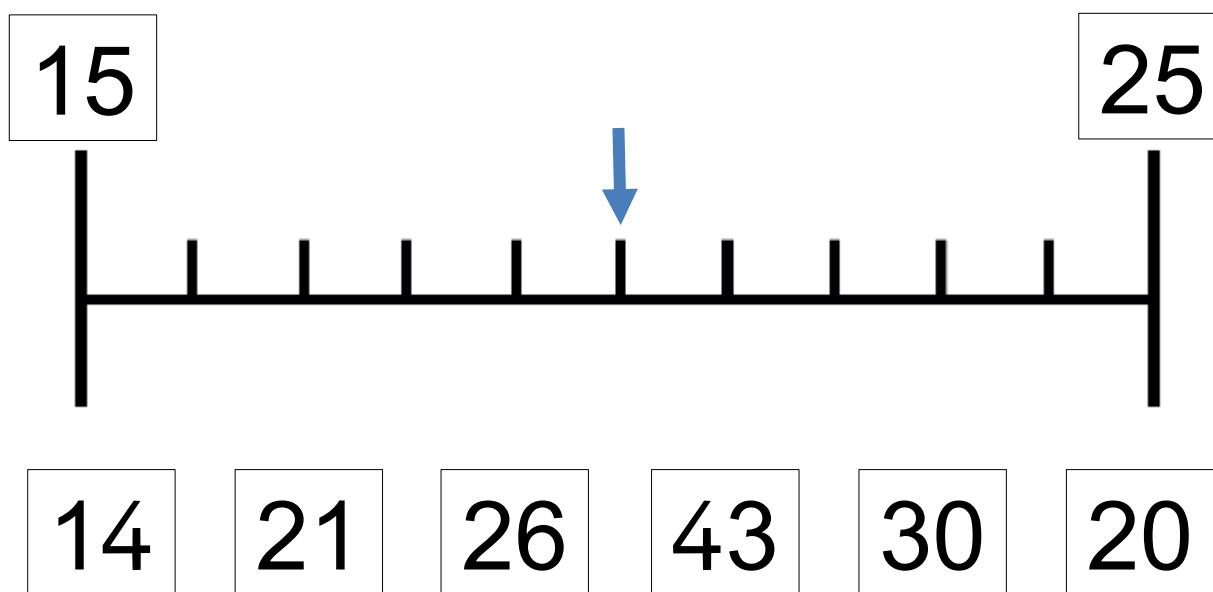


Exercice 14 (suite)

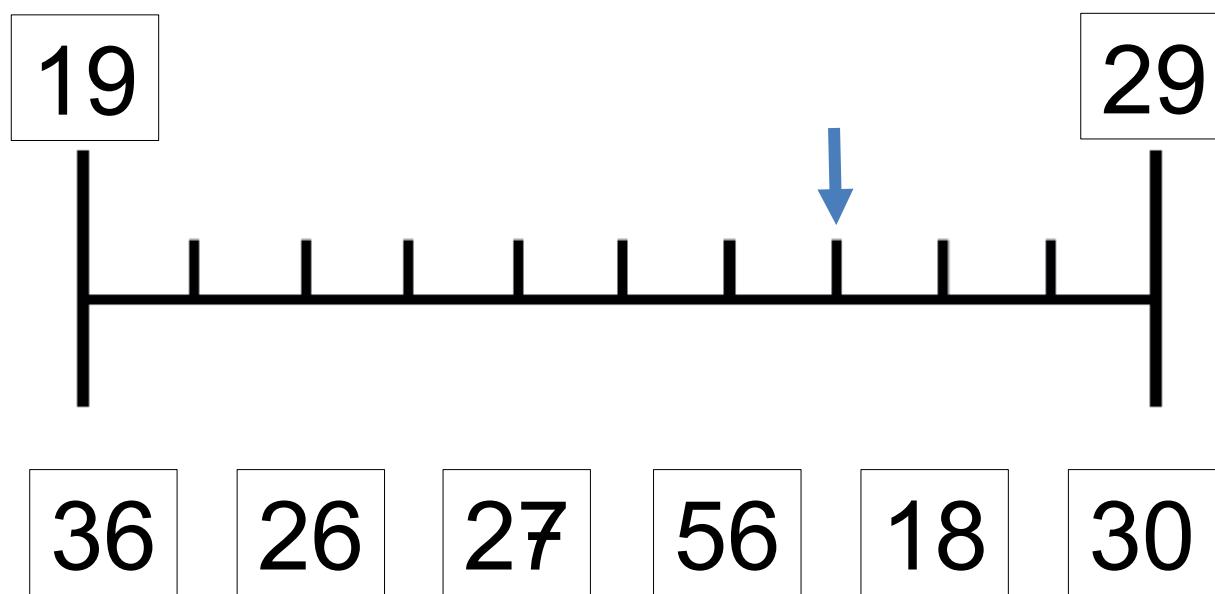


- 38**
- 23**
- 29**
- 27**
- 26**
- 16**

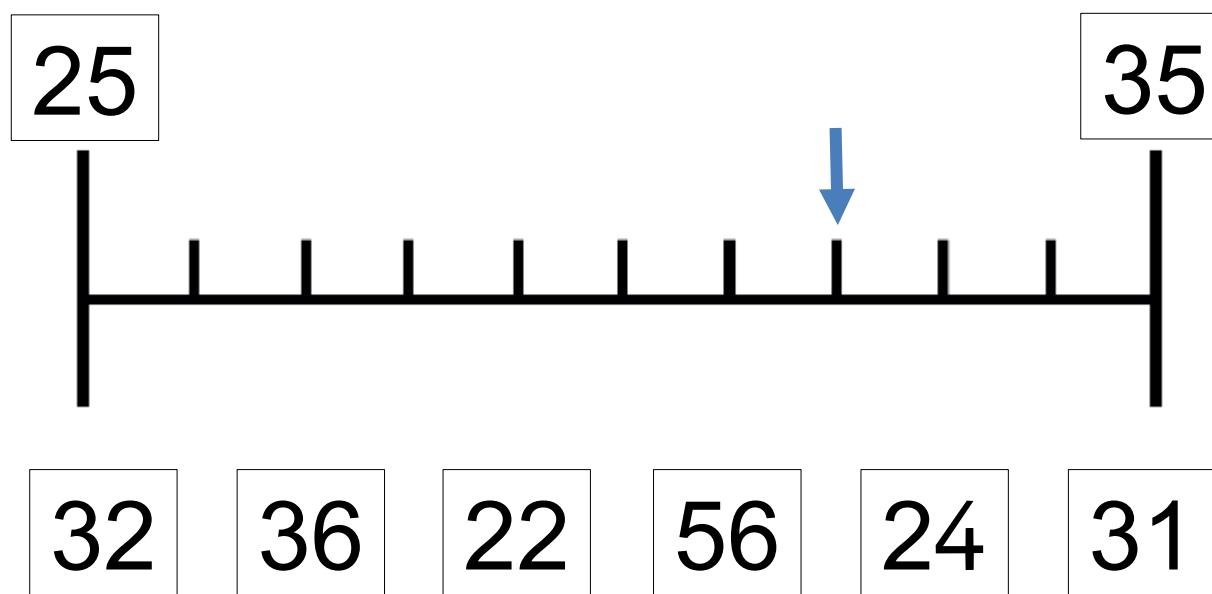
Exercice 14 (suite)



Exercice 14 (suite)



Exercice 14 (suite)



Exercice 15



3

5

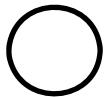
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14

Exercice 15 (suite)

A large, empty rectangular box with rounded corners and a thick black border, centered on the page below the small circle.

4

6

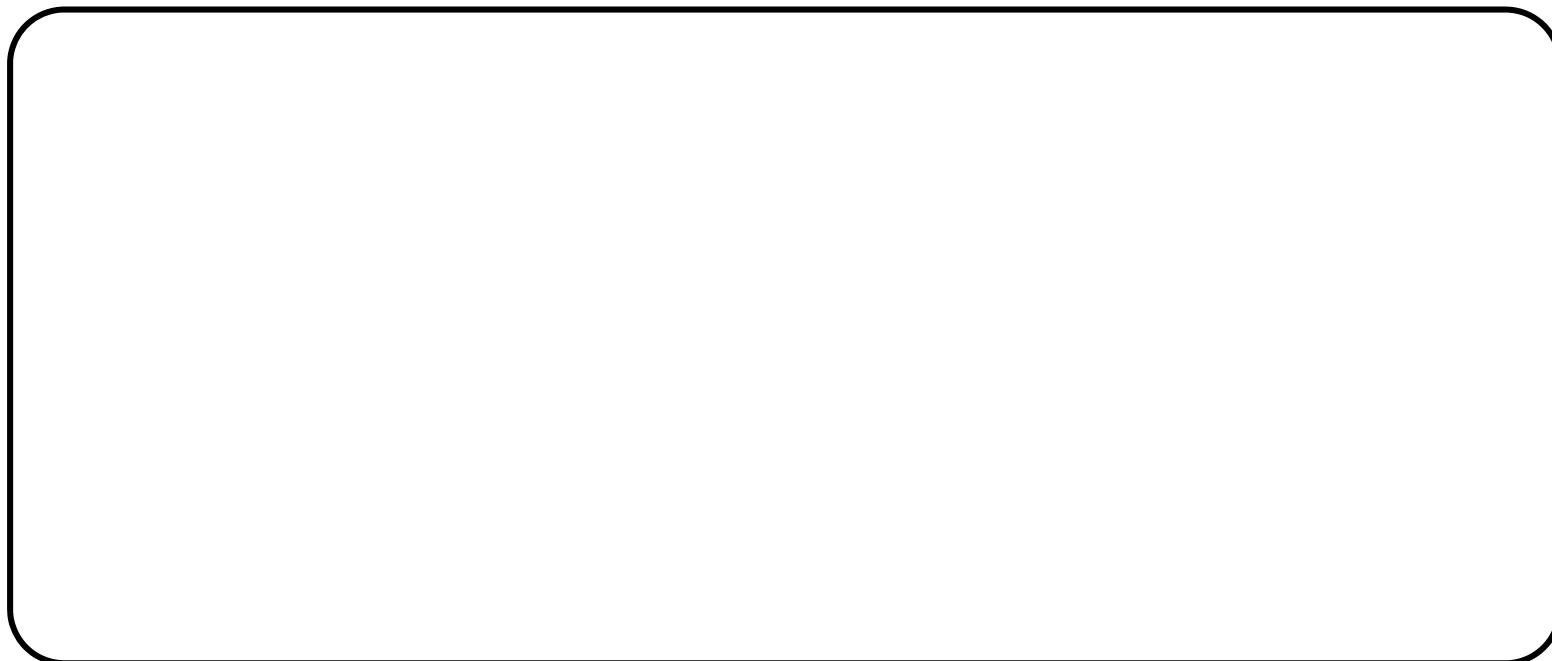
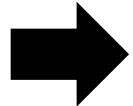
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Exercice 15 (suite)



4

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SÉQUENCE 5

FRANÇAIS
ÉPREUVES INDIVIDUELLES
FEUILLES DE COTATION

Exercice 16

[Démarrer le chronomètre.

Dans les tableaux ci-dessous :

- cocher la case si le mot est correctement lu ;
- reporter le temps si l'élève termine en moins de 60 secondes ;
- écrire le nombre de mots lus par l'élève en 1 minute ;
- calculer le score de fluence.

Remarque : si l'élève ne réussit pas à lire plus de 4 mots parmi les 10 premiers (1^{ère} et 2^{ème} lignes) ne pas poursuivre la lecture.]

Ligne 1	à <input type="checkbox"/> 1	où <input type="checkbox"/> 2	la <input type="checkbox"/> 3	au <input type="checkbox"/> 4	tu <input type="checkbox"/> 5
Ligne 2	un <input type="checkbox"/> 1	il <input type="checkbox"/> 2	été <input type="checkbox"/> 3	on <input type="checkbox"/> 4	mur <input type="checkbox"/> 5
Ligne 3	ni <input type="checkbox"/> 1	sur <input type="checkbox"/> 2	qui <input type="checkbox"/> 3	vélo <input type="checkbox"/> 4	par <input type="checkbox"/> 5
Ligne 4	feu <input type="checkbox"/> 1	ce <input type="checkbox"/> 2	peur <input type="checkbox"/> 3	ami <input type="checkbox"/> 4	moto <input type="checkbox"/> 5
Ligne 5	peau <input type="checkbox"/> 1	lune <input type="checkbox"/> 2	gare <input type="checkbox"/> 3	lire <input type="checkbox"/> 4	bon <input type="checkbox"/> 5
Ligne 6	mardi <input type="checkbox"/> 1	col <input type="checkbox"/> 2	avril <input type="checkbox"/> 3	roi <input type="checkbox"/> 4	faire <input type="checkbox"/> 5

Si l'élève termine en moins de 60 secondes, reporter le temps exact ici :

secondes

Nombre de mots correctement lus en 1 minute :

Score de fluence* :

*nombre de mots correctement lus en 1 minute ; pour les élèves qui auraient lu tous les mots correctement en moins d'une minute, appliquer la règle de trois suivante : (30 mots x 60 secondes) / temps mis pour lire tous les mots. Le calcul de ce score n'est pas nécessaire pour la saisie sur le portail mais permet d'indiquer cette information à l'élève.

Exercice 16

ta bol

à où la au tu

un il été on mur

ni sur qui vélo par

feu ce peur ami moto

peau lune gare lire bon

mardi col avril roi faire

Exercice 16

ta bol

à où là au tu

un il été on mur

ni sur qui vélo par

feu ce peur ami moto

peau lune gare lire bon

mardi col avril roi faire

Exercice 17

[Démarrer le chronomètre.

Dans les tableaux ci-dessous :

- cocher la case si le mot est correctement lu ;
- reporter le temps si l'élève termine en moins de 60 secondes ;
- écrire le nombre de mots lus par l'élève en 1 minute ;
- calculer le score de fluence.

Remarque : si l'élève ne réussit pas à lire plus de 4 mots parmi les 11 premiers (1^{ère} et 2^{ème} lignes) ne pas poursuivre la lecture.]

Ligne 1	Le <input type="checkbox"/> 1	renard <input type="checkbox"/> 2	court <input type="checkbox"/> 3	dans <input type="checkbox"/> 4	la <input type="checkbox"/> 5	forêt <input type="checkbox"/> 6
Ligne 2	Il <input type="checkbox"/> 1	arrive <input type="checkbox"/> 2	à <input type="checkbox"/> 3	la <input type="checkbox"/> 4	ferme <input type="checkbox"/> 5	
Ligne 3	Va <input type="checkbox"/> 1	t-il <input type="checkbox"/> 2	voler <input type="checkbox"/> 3	une <input type="checkbox"/> 4	poule <input type="checkbox"/> 5	
Ligne 4	Lola <input type="checkbox"/> 1	l'a <input type="checkbox"/> 2	vu <input type="checkbox"/> 3			
Ligne 5	Elle <input type="checkbox"/> 1	crie <input type="checkbox"/> 2	et <input type="checkbox"/> 3	le <input type="checkbox"/> 4	chasse <input type="checkbox"/> 5	
Ligne 6	Bravo <input type="checkbox"/> 1	Lola <input type="checkbox"/> 2	dit <input type="checkbox"/> 3	la <input type="checkbox"/> 4	poule <input type="checkbox"/> 5	

Si l'élève termine en moins de 60 secondes, reporter le temps exact ici :

secondes

Nombre de mots correctement lus en 1 minute :

Score de fluence* :

*nombre de mots correctement lus en 1 minute ; pour les élèves qui auraient lu tous les mots correctement en moins d'une minute, appliquer la règle de trois suivante : (29 mots x 60 secondes) / temps mis pour lire tous les mots. Le calcul de ce score n'est pas nécessaire pour la saisie sur le portail mais permet d'indiquer cette information à l'élève.

Exercice 17

Le renard court dans la forêt.

Il arrive à la ferme.

Va-t-il voler une poule ?

Lola l'a vu.

Elle crie et le chasse.

« Bravo Lola ! », dit la poule.

Exercice 17

Le **renard** court dans la **forêt**.

Il arrive à la **ferme**.

Va-t-il voler une **poule** ?

Lola l'a vu.

Elle crie et le **chasse**.

« **Bravo Lola !** », dit la **poule**.