



Reading with your child

# Year 2 child

**Reading is important, because if you can read, you can learn anything about everything and everything about anything.**

—Tomie de-



## National Curriculum expectations

### Year 2

In Year 2 children will continue to develop pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. They will also be expected to show an understanding of the books that they can already read accurately and fluently and those that they listen to.

## How you can help at home.

Model clear reading with fluency and expression daily.

Share your opinions about the book you are reading together and clearly explain why you think a certain way.

Listen to the news together and discuss child appropriate events.

Read a range of texts with your child– newspapers, recipes, fiction, non– fiction, poetry, leaflets, brochures...

<p><b>Children in Year 2 are need to be able to:</b></p>	<p><b>To encourage and support them you could say:</b></p>
<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and is fluent</p>	<p>Can you sound it out? Tell me the sounds that you know. Which sound do you think this is?</p>
<p>Read words containing common suffixes E.G words ending in -ful, -ness, -ly, -ment, -less</p>	<p>Can you put your finger on a word that ends in the suffix -ment, -less ....?</p>
<p>Read words quickly without needing to sound them out</p>	<p>Let's have a race, which of us can find the word .... first?</p>
<p>Self correct when they have a read a sentence incorrectly</p>	<p>Let's try that sentence again. Did that sentence make sense to you?</p>
<p>Discuss and clarify the meaning of words</p>	<p>Look up words in a dictionary or thesaurus together. Can you find a word that is similar in meaning to ...?</p>
<p>Understanding that non-fiction books that are structured in different ways</p>	<p>How can we use the index to help us find information? What is the glossary for? Why are headings and sub-headings used</p>

Make simple inferences about thoughts and feelings of characters and reasons for their actions	How do you think ... is feeling now? Why do you think that? What might they do next? Why do you think that?
Continue to build up a repertoire of poems learnt by heart	Can you teach me Twinkle Twinkle Little Star...?
Discuss the sequence of events in books and how items of information are related	What happened first in the story? How did the story end?

**Reading content domains** are the broad headings under reading skills which have been grouped for assessment purposes. Your child will be assessed using these domains in KS1 reading SATs.

	Content domain reference
1 a	draw on knowledge of vocabulary to understand texts
1 b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1 c	identify and explain the sequence of events in texts
1 d	make inferences from the text
1 e	predict what might happen on the basis of what has been read so far

**1a: Draw on knowledge of vocabulary to understand texts:**

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

Highlight a key phrase or line. By using this word, what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

The writer uses words like ... to describe .... What does this tell you about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases...to describe ... How does this make you feel?

How has the writer made you and/or character feel ... happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?

Which words and /or phrases make you think/feel...?

**1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information:**

Where/when does the story take place?

What did s/he/it look like?

Who was s/he/it?

Where did s/he/it live?

Who are the characters in the book?

Where in the book would you find...?

What do you think is happening here?

What happened in the story?

What might this mean?

What part of the story do you like best?

What evidence do you have to justify your opinion?

Find, it. Prove it.

How do the title/contents page/chapter headings/glossary/index... help me find information in this book?

**1c: Identify and explain the sequence of events in texts:**

What happens first in the story?

Use three sentences to describe the beginning, middle and end of this text?

You've got 'x' words; sum up this story.

Sort these sentences/paragraphs/chapter headings from the story

Make a table/chart to show what happens in different parts of the story

Why does the main character do 'x' in the middle of the story?

**1e: Predict what might happen on the basis of what has been read so far:**

Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?

What do you think will happen to the goodie/baddie/main character? Why do you think this?

What will happen next? Why do you think this? Are there any clues in the text?

Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?

Which stories have openings like this? Do you think this story will develop in the same way?

Why did the author choose this setting? How will that effect what happens next?

How is character X like someone you know? Do you think they will react in the same way?

## 1d: Make inferences from the text:

What makes you think that?

Which words give you that impression?

How do you feel about...?

Can you explain why...?

I wonder what the writer intended?

I wonder why the writer decided to...?

What do these words mean and why do you think the author chose them?

## When You Can Read

By Bobbi Katz

When you can read, then you can  
go  
from Kalamazoo to Idaho -  
Or read directions that explain  
just how to build a model plane -  
Or bake a cake or cook a stew -  
The words will tell you what to do!  
When you can read, then you can  
play  
a brand new game the proper way -  
Or get a letter from a friend  
and read it . . . to the very end!

