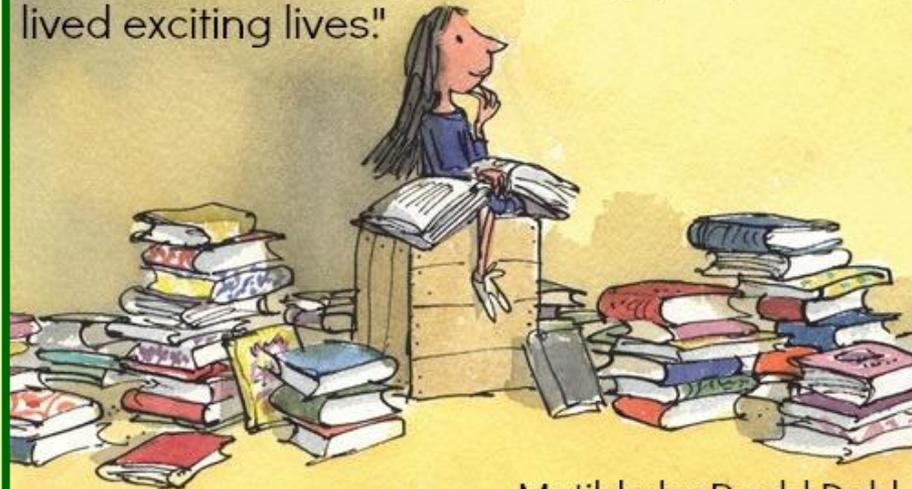




Roe Green Infant & Strathcona School

Year 2 Reading

"The books transported her into new worlds and introduced her to amazing people who lived exciting lives!"



Matilda by Roald Dahl

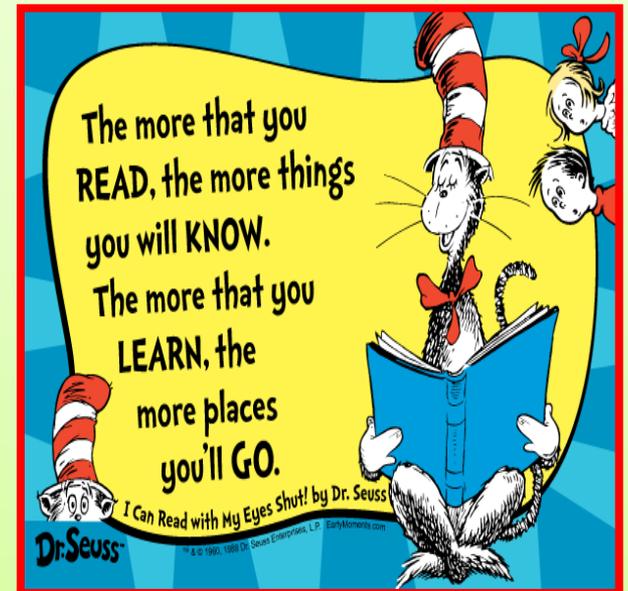
The Power of Reading

The ability to read is vital.

Learning to read is the most important skill children will learn during their early schooling and has far-reaching implications for life-long confidence and well-being.

There are many reasons why we read and therefore why children will read:

- for pleasure and interest
- for work
- to learn about the world e.g. in papers
- to obtain information e.g. recipes and signs



Stages of Reading

1) PRE-READERS:

- Look at books and like to be read to
- Like to behave like a reader
- Learn about words from songs and rhymes
- Learn how the text works
- Use pictures and memory to tell a story

2) EMERGING READERS:

- Ready to receive instructions about reading
- Know the text can be a story or information
- Begin to match written words to spoken words and letters to sounds
- Begin to say words in simple texts
- Use the picture to understand the text

3) EARLY READERS:

- Develop more confidence
- Use mainly phonic strategies to identify words
- Recognise many words and are willing to try new texts
- Begin to talk about the meaning of stories and texts

4) FLUENT READERS:

- Read for pleasure and interest with understanding
- Use a variety of methods to identify words and meaning (phonic, graphic, contextual)
- Read a good range of texts, making predictions and commenting on information
- Relate the meaning to their own experiences and knowledge

Reading Requires Two Skills

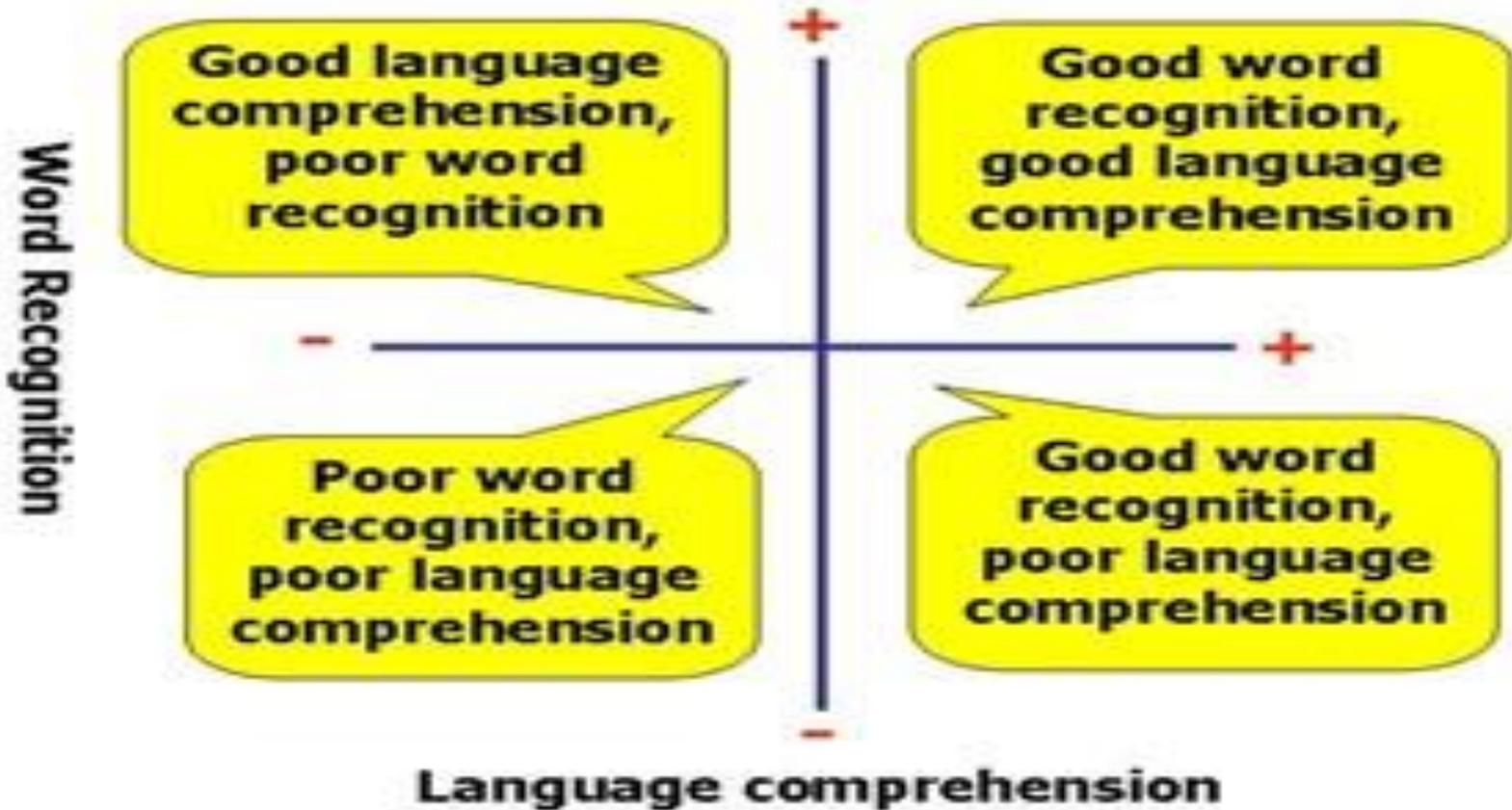
1) Phonics and Word Recognition

- The ability to recognise words presented in and out of context.
- The ability to blend letter sounds (phonemes) together to read words.

2) Understanding

- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.
- If a child understands what they hear, they will understand the same information when they read.

Simple View of Reading



National Curriculum: Year 2

Children need to develop:

pleasure in reading;

motivation to read;

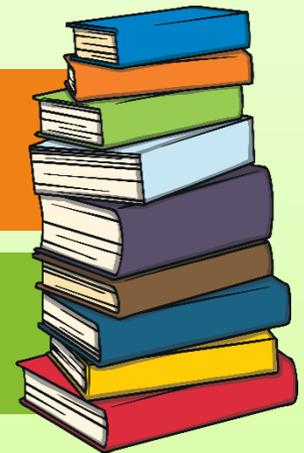
increased vocabulary;

improved level of understanding.

While in year 2, children must add to this by learning about cause and effect in:

narrative texts, e.g. What has prompted the character's behaviour in this story?

non-fiction texts, e.g. Why are certain dates commemorated annually?



This skill requires deep thinking and is easier for some children than others.

Year 2 Expectations

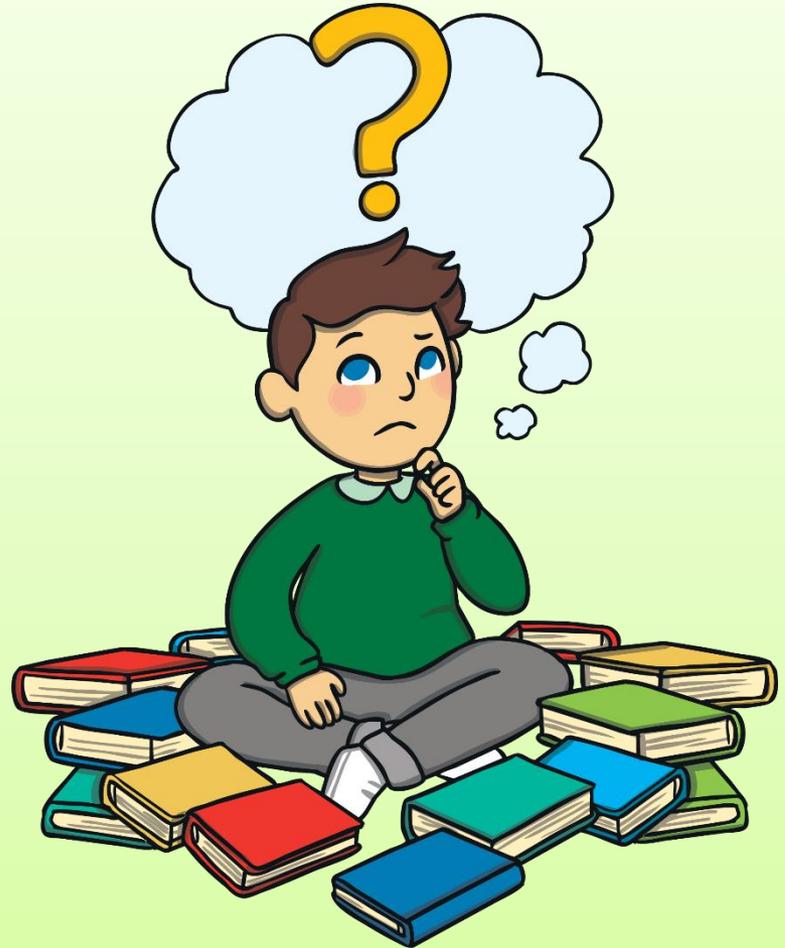
Year 2 children are expected to:

use a range of strategies to read new words, e.g. breaking the word down into chunks;

read familiar words quickly without needing to sound them out;

correct themselves when they have read a sentence incorrectly;

read words containing the common suffixes -ful (careful), -ly (slowly), -ness (illness), -ment (treatment) and -less (helpless);



Year 2 Expectations

Year 2 children are expected to:



continue to practise phonics until reading has become fluent;

retell a story, referring to most of the key events and characters;

decide how useful a non-fiction text is for a particular purpose;

be aware that books are set in different places;

relate what they have read to their own experiences;

Year 2 Expectations

Year 2 children are expected to:

continue to build up a repertoire of poems learnt by heart;

recognise key themes and ideas within a text;

make simple inferences about the thoughts and feelings of characters and the reasons for their actions.



How to Help

In everyday life, model explaining why you have made the decisions you have made, e.g. 'I'm going to leave that there so that I remember it later.'

Continue to regularly model clear reading with fluency and expression.

Share your opinions about a book and explain why you think that.

Discuss appropriate national events and explain why they are celebrated annually.

Explain why people react the way they do within certain social situations.



The Teaching of Reading in Year 2

- **Reading in Year 2 is taught as part of the English curriculum. The primary aim is to encourage children to become lifelong readers who read for enjoyment and knowledge. Equal emphasis is put on the importance of developing decoding and comprehension skills. Guided reading is taught on a regular basis every week so that children are heard reading as part of a group.**

The Teaching of Reading in Year 2

- The guided reading books used are a mixture of book schemes and real books. In Year 2, dedicated comprehension lessons take place once a fortnight. A range of assessment foci is used including accurate decoding of text, reading for meaning, the ability to retrieve information, to infer and interpret information and to identify and comment on the structure of the text.
- Children have access to our well stocked library in Year 2.

The Teaching of Reading in Year 2

Phonics groups:

- In Year 2, children are taught phonics/grammar
- These sessions teach them the sounds and letters (phonemes and graphemes) patterns which are the building blocks to reading and spelling
- Phonics classes are streamed
- Phonics sessions happen twice a day
- Phonics is a very successful way to learn to read as it allows children to decode new words successfully.
- It should be used as part of a language rich environment

Common Exception Words

In Year 2, children need to learn to read and write 64 common exception words (as well as the 45 common exception words in Year 1). They will be assessed every half term to monitor their progress and attainment. It is very important that they learn to recognise these words in the books that they read and to spell them correctly.

Common Exception Words

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Teaching reading in Year 2

Guided Reading Sessions:

- **A quality learning time for a small group who are at the same reading level.**
- **The teacher/teaching assistant identifies the next step for those children and they focus on that key skill for one or more sessions.**
- **Twice a week.**

Year 2 Guided Reading Questions

Guided Reading Questions: Level 2

How do you know someone is talking in a story?

How does punctuation (e.g. full stop) help us to read for sense?

Who is the main character in the story? How do you know this?

What happened in the story?

Find some words or phrases which tell you about the setting.

What made you choose this book?

What would you like the story/text to be about?

Which character from the story interests you?

Based on the cover, what do you think the story will be about?

What is the main event in this story?

Were you surprised by the ending? Is it what you expected?

Has the author put certain words in **bold** or *italics*? Why?

Can you find any amazing adjectives?

Can you think of another way to begin this story?

What was the most exciting part of the story? What made it successful?

What is the author's view of events in the story? How can you tell?

Did you enjoy the book? Why?

Was there any part of the story or text that you didn't like? Why?

Where and when do you think the story is set?

What sort of book is it? How can you tell?



What features of the text tell you that it is an informative text?

What features of the text tell you that it is a story?

Teaching reading in Year 2

Reading Comprehension:

- Reading comprehension is the ability to read text, process it, and understand its meaning.
- An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.
- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

SATs CONTENT DOMAIN COVERAGE

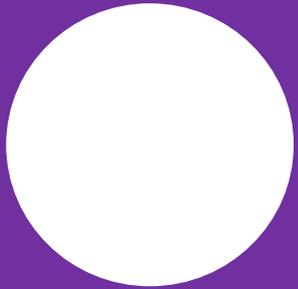
In the KS1 reading tests, your child's understanding of reading is tested through five different strands, known as 'content domains'.

These content domains are:

VOCABULARY

Content Domain 1a:

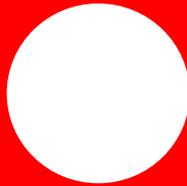
Draw on knowledge of vocabulary to understand texts.



RETRIEVAL

Content Domain 1b:

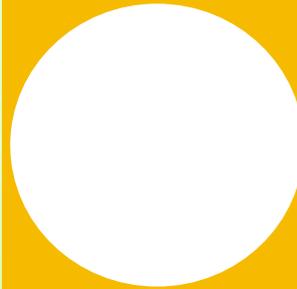
Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.



SEQUENCING

Content Domain 1c:

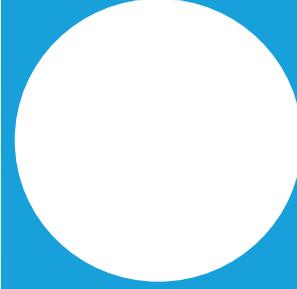
Identify and explain the sequence of events in texts.



INFERENCE

Content Domain 1d:

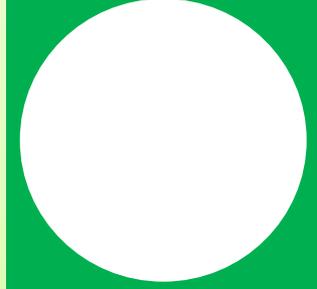
Make inferences from the text.



PREDICTION

Content Domain 1e:

Predict what might happen on the basis of what has been read so far.



Getting your child used to answering questions from each of these content domains prepares them for the SATS reading assessment. Asking a few questions per night will build your child's experience.

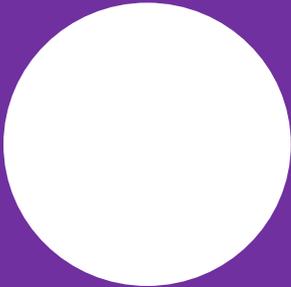
Vocabulary

Children need to explore how and why authors and poets have chosen to use certain words and phrases.

VOCABULARY

Content Domain 1a:

Draw on knowledge of vocabulary to understand texts.



What does this word/sentence tell you about...
(fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you.../
shows you.../backs up what you have said about...?

Why did the author use the word... to describe...?

How does this word/description make you feel?

Retrieval

Children will need to learn how to delve into a text and retrieve the facts exactly as they are written.

RETRIEVAL

Content Domain 1b:

Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.



Where/when is the story/poem set?

Is this character a good/bad character?
How can you tell?

Is there a dilemma in the story? What is it?
How is the dilemma resolved?

Find your favourite description of the...

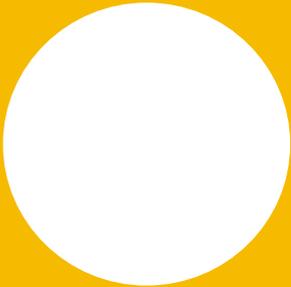
Sequencing

Children need to be able to sequence events in a text and to discuss the order in which things happen.

SEQUENCING

Content Domain 1c:

Identify and explain the sequence of events in texts.



How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences into the order they happened.

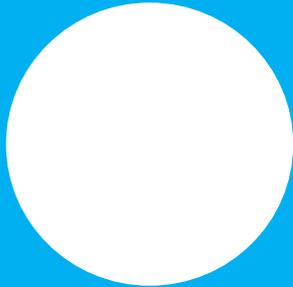
Inference

Children need to learn how to use clues in a text to come up with ideas or to make conclusions.

INFERENCE

Content Domain 1d:

Make inferences
from the text.



What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word ... here?

How do you think the author feels about ...?
Find words to back this up.

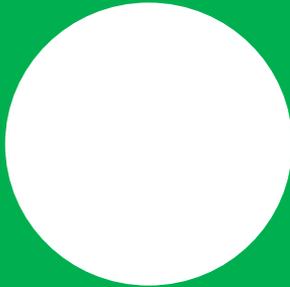
Prediction

Children need to be able to work out what might happen next based on what they have already read.

PREDICTION

Content Domain 1e:

Predict what might happen on the basis of what has been read so far.



What do you think will happen next?

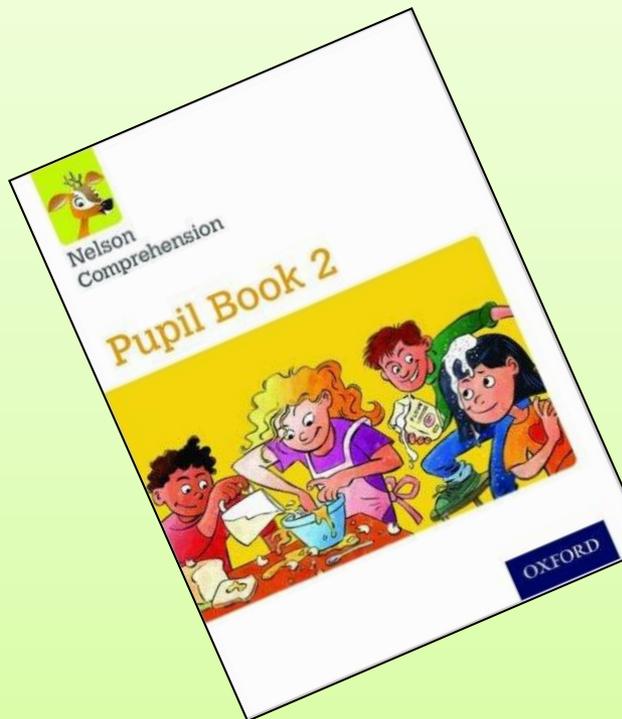
Where do you think ... will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end the same way?

Reading Comprehension Teaching Approaches

Children in Year 2 will be taught reading comprehension on a regular basis. For this, they will be using Nelson Comprehension Book 2.



UNIT 1 Copyrighted Material Familiar Settings

Making Pancakes When My Mother Was Out

Some friends decided to make pancakes because Mum had said she didn't have time. They thought it would save her the trouble ...

We got out a big dish and I climbed on a stool and reached the flour down from the cupboard, knocking the sugar over as I did it. That was the first accident. You know what sugar's like – it seems to get all over the place – in the bread and butter, all over the floor, and some of it was on Ruthie's head. She didn't mind. She was licking it up as it trickled down her face.

We put some flour in the dish and scraped the sugar into it off the table. There were a few bread crumbs as well but we didn't think it would matter very much because, as Bill said, bread was made from flour anyway. Then Sally broke some eggs into it and dropped one on the floor. I was just going for the floor-cloth to get it up when Ruthie went and stood on it.

'Naughty girl!' I said, and she started to cry and backed away, bumping into Bill who was just taking the top off a bottle of milk so that it jerked his hand and the milk went everywhere, most of it all over my back, because I was kneeling down trying to get the egg up.

'I've got half an eggshell in this,' Sally said. 'I can't get it out.' She was trying to fish it out with a pencil, and the more she fished the further it got stuck in the goo.

Paddy Kinsale

Teach 6

- 1 What do the friends decide to make?
- 2 What happens when the flour is taken from the cupboard?
- 3 What does Sally drop on the floor?
- 4 Why is Ruthie told off?
- 5 What is the pencil used for?

Look carefully at the first paragraph.

- 6 Which word in the text tells us that the children had not planned to make a mess?



- 7 How do we know, at the beginning of the story, there is going to be more than one accident?
- 8 Why does the narrator call Ruthie a 'naughty girl'?
- 9 Which of the children do you think is the youngest?
- 10 What do you think Mum is going to say when she comes home? Add five sentences to continue the story.



Reading Comprehension Teaching Approaches

Questions in the book are colour coded to help the children learn about:

understanding what is happening in the text

words and phrases used in the text

thinking more deeply about things in the text

thinking beyond the text

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How to Use This Book



This heading tells you the name of the text.

This heading tells you about the unit topic.

The red questions are about understanding what's happened in the text.

The purple questions are about words and phrases used in the text.

UNIT 5 Using the Senses

Cookie Sensations

When I see a cookie in the baker's shop my mouth starts to water and my eyes go pop.



When I hold the cookie in a paper bag the crockle and the smell start to drive me mad.



But when I bite the cookie and begin to eat the sound is crunchy and the taste is sweet.



Read the poem.

Think of actions for the poem.

Read the poem out loud and add your actions.

My mouth starts to water and my eyes go pop.



1 What is this poem about?

2 How do we know the girl wants to eat the cookie?

3 Does the cookie smell nice?

4 What does the cookie taste like?

Some of the words in the poem rhyme.

5 Which word in the poem rhymes with shop?

6 Which word in the poem rhymes with eat?

7 How do you think the girl feels after eating the cookie?

8 Read the poem. Think of actions for the poem. Read the poem out loud and add your actions.

The author's name is here.

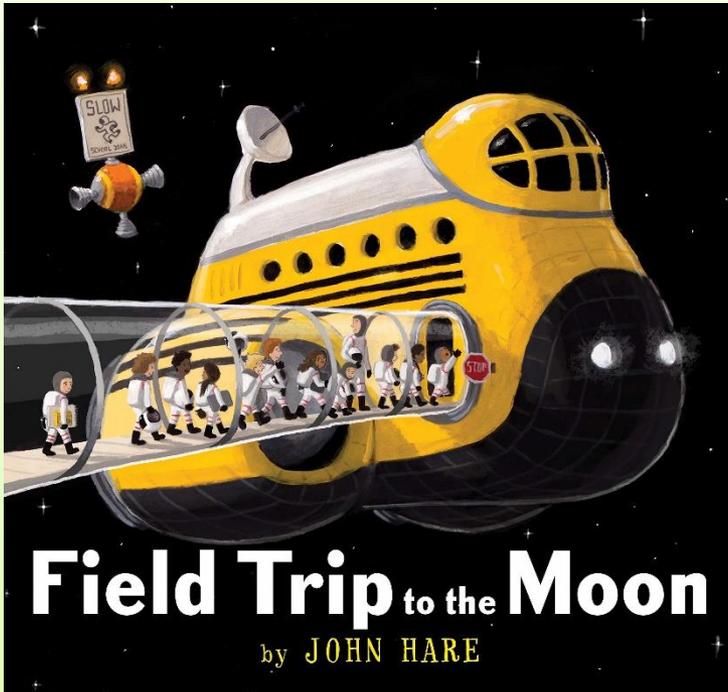
The green questions ask you to think more deeply about things from the text.

The blue questions ask you to think beyond the text.

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Reading Comprehension: Using Pictures



- How do think the character is feeling?
- How has the illustrator drawn the character to make you think this?



Teaching reading in Year 2

Intervention groups:

- **Children whose progress is below age related expectations (ARE) are given inputs to increase their reading.**
- **They work in groups and/or individually with a teacher and/or teaching assistant on phonics, key vocabulary and reading comprehension skills.**
- **At the end of each term, reading assessments are made to see if children are working at ARE.**

Year 2 Reading

(Pre-Key Stage 1 Teacher Assessment Framework)

Standard 1

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'
- show anticipation about what is going to happen (e.g. by turning the page)
- join in with some actions or repeat some words, rhymes and phrases when prompted.

Standard 2

Word reading¹

The pupil can:

- say a single sound for 10+ graphemes
- read words by blending sounds with known graphemes, with help from their teacher.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'
- join in with predictable phrases or refrains.

Year 2 Reading

(Pre-Key Stage 1 Teacher Assessment Framework)

Standard 3

Word reading

The pupil can:

- say a single sound for 20+ graphemes
- read accurately by blending the sounds in words with two and three known graphemes.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- respond to questions that require simple recall
- recount a short sequence of events (e.g. by sequencing images or manipulating objects).

Standard 4

Word reading

The pupil can:

- say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes*
- read accurately by blending the sounds in words with up to five known graphemes
- read some common exception words*
- read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- talk about events in the story and link them to their own experiences
- retell some of the story.

Year 2 Reading

(Teacher Assessment Framework from 2018-19 onwards)

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Year 2 Reading

(Teacher Assessment Framework from 2018-19 onwards)

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Year 2 Reading

(Teacher Assessment Framework from 2018-19 onwards)

Working at greater depth within the expected standard

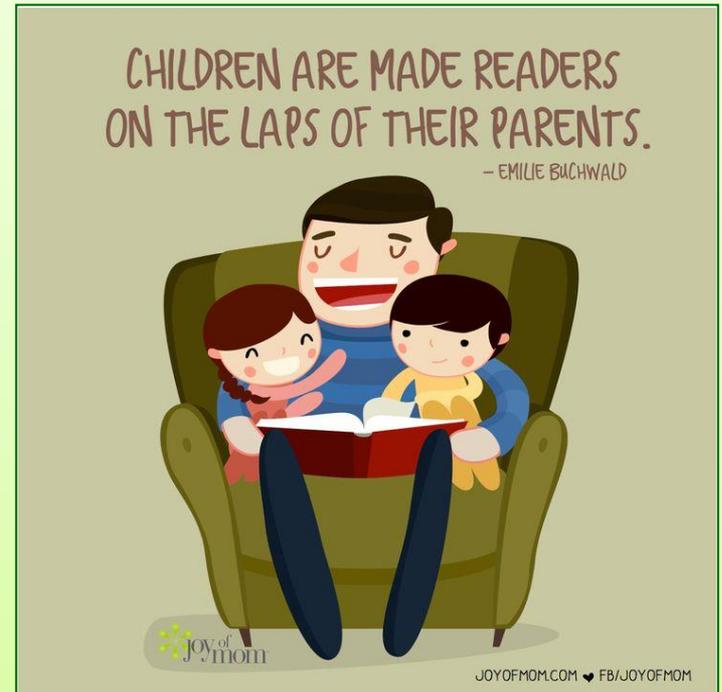
The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

The First and Most Important Teacher

As a parent or carer, you play the leading role in helping your child move through the stages of reading.

The link between home and school is such an important one – children who are encouraged, supported and taught in both environments will obviously have the best chance of success.



What to do if your child gets stuck on a word

- **Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.**
- **Read to the end of the sentence. What would make sense?**
- **What is the text about – what might fit here?**
- **Does it sound right?**
- **Look at the picture. Does it help?**

How to use these strategies

- John let his pet frog go.

- It ********* across the grass.

What is the first sound?

- It **h******* across the grass.

What would make sense?

- It **hopping** across the grass.

Does that sound right?

- It **hopped** across the grass.

Helping Your child at Home

Talk about what can be inferred from the pictures before you read the text, e.g. 'Why might the girl on the cover be sad?'



Discuss alternative words the author could have used, e.g. 'Happy is a bit of a boring adjective, isn't it? What word could we use instead?'

Make predictions and be able to justify them.

Helping Your Child at Home

Discuss the setting of the story. Have you read another book with the same setting?

How does the setting in the first chapter differ to the setting at the end of the story?



Have you learnt anything while reading this book that you didn't know before?

Use Open Questions rather than Closed Questions

CLOSED QUESTIONS

- Do you like this book?
- Do you like this character?
- It's a good story, isn't it?
- Are you good at reading?
- Do you like this kind of story?

OPEN QUESTIONS

- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- Why are you a good reader?
- What is it about these stories that you like?

Reading Every Day

Reading to your child every day is just as important as hearing your child read to you.

Reading to your child will help your child to develop their understanding of what they hear. It can also inspire them to want to read for themselves.

Try to read to your child at a higher level than they can read by themselves.

Remember to talk about new words you come across together.

Why not use a dictionary or a thesaurus?



Reading Game Ideas

Playing simple reading games will help your child to see the relevance of reading while having fun.

- Ask your child to read menus, notices or posters when you are out and about.
- Play board games that include reading. Ask your child to read out the clues.
- Hide notes with words or sentences on around the house. Encourage your child to hunt for them and to read the notes that they find.

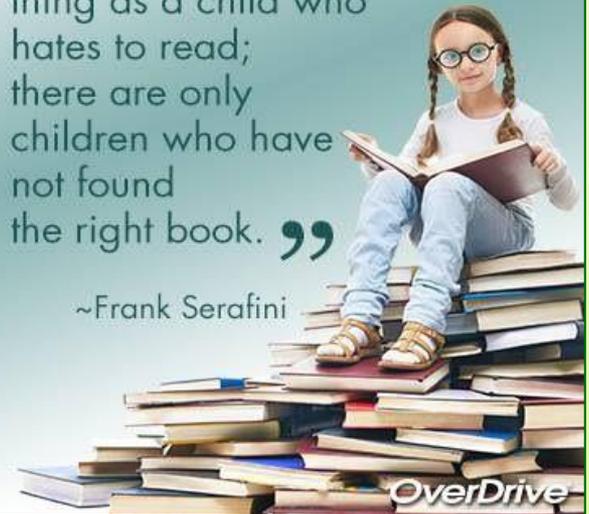


What if my child doesn't want to read at home?

- Model being a reader yourself (if you read at home it is more likely that your child will want to)
- Try to find a 'hook' – help give your child a motivation to want to read for themselves
- Try to avoid confrontation; find opportunities to give positive recognition
- Offer alternative reading material, e.g. internet access, Kindle, magazines, non-fiction, comics, newspapers etc.
- Encourage reading at different times of the day or week
- Download audio books or buy/borrow books on CD or from the local library and then you could listen whilst in the car or before bedtime
- Allow children to read and re-read the same book

“ There is no such thing as a child who hates to read; there are only children who have not found the right book. ”

~Frank Serafini



3 steps to reading with your child

Taking an active interest in your child's learning is one of the best ways you can help your child to do better in school and in life. Learning is not just about what happens in school. Children are learning all the time through what they see, hear and do.

A little reading goes a long way!

- Remember: a good 10 minutes is better than a difficult half hour!
- Plan a quality, quiet time to read together.
- Ask your child to choose the book. Sharing books that they have chosen means they are more likely to engage with a book.

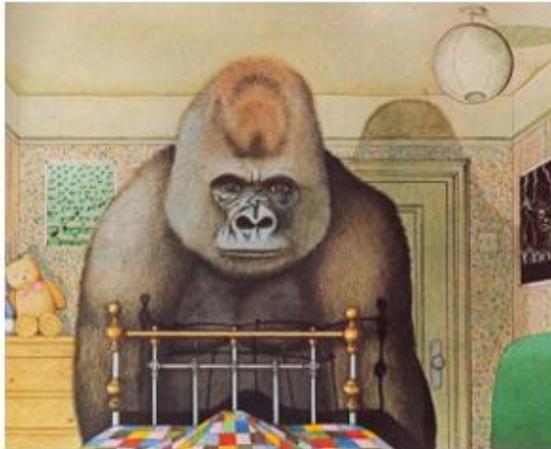
...and most importantly...

- Encourage your child to talk about their books. Reading is not simply sounding out words on a page, it is also about understanding what has been read.

Step 1: Before Reading

To help your child engage with a book (and reading in general) have a short discussion to get them thinking and wondering about the story before they even start reading. By looking at the front cover, the blurb or even an exciting picture, make predictions about what the book might be about or write down questions they may have about the story. After reading, look back at the questions - have they found the answers?

It is also helpful if the adult does a quick read of the book beforehand to identify any unknown or tricky words. Discuss these words with your child to help aid their understanding while reading.



What can you see in the picture?

Where do you think it takes place?

Does anything look out of place?

Does it remind you of anything?

What do you think is happening?

What would you like to find out?

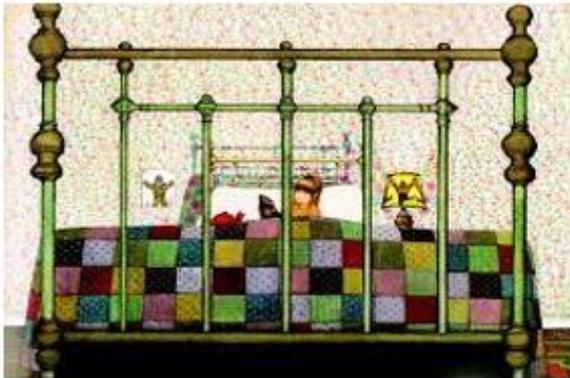
What kind of story do you think this will be?

Step 2: During Reading

Step 2: During Reading

As you or your child are reading, pause every few pages or after a big event to discuss what has happened so far. Who are the main characters? Which word tells you what the character is like? What are the characters doing? Why are they doing that? What is the problem? How do they solve the problem? How would you have solved the problem?

To ensure a thoughtful discussion and to help your child explore their ideas further, ask them to explain their thinking and try to avoid yes/no questions.



It was a gorilla, but it **was** just a toy. Hannah threw the gorilla into a corner with her other toys and went back to sleep.

Why has the author written '**was**' in bold?

Why did Hannah throw the toy on the floor? How do you think she was feeling?

Step 3: After Reading

Once you have finished reading, have a short discussion to ensure your child has understood the book. What was the story about? Who was your favourite character - why? What have you learned about _____? What can you tell me about _____? How would you feel if _____ happened to you? What would you have done differently? Does this story remind you of any other story - why? What did you like about this book? What would have made it better?

The discussion should not be a test, but simply a fun conversation or activity for children to demonstrate their understanding of the book.

Read up to 'In the night something amazing happened'.



What do you think has happened?

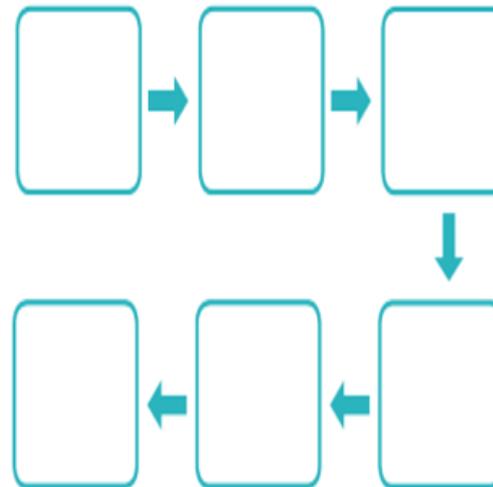
Do the pictures give you a clue?

Does this remind you of any other story?

What happened in those tales?

**Can you make a prediction of what happens next?
Draw a picture and write a sentence to explain
your prediction.**

Draw pictures to show the journey of a character in your book.



Year 2 Recommended Reading

For suggested reading for Year 2 children, the following websites are recommended:

- <https://schoolreadinglist.co.uk/>

Along the top of the webpage are a number of tabs. If you click on the second one from the left entitled 'Suggested Reading for 5-11', a drop down tab appears. Select a year group e.g. Year 2 Reading List, and the recommended books for that particular year group will appear.

This was last updated on 21st September 2021 and is fairly current.

- <https://www.booksfortopics.com/year-2>

Michael Rosen's Tips for Reading Bedtime Stories



[https://www.youtube.com/watch?
v=azRDNDQUjSk](https://www.youtube.com/watch?v=azRDNDQUjSk)

I Opened a Book

“I opened a **book** and in I strode.
Now nobody can find me.
I've left my chair, my house, my road,
My town and my world behind me.
I'm wearing the cloak, I've slipped on the ring,
I've swallowed the magic potion.
I've fought with a dragon, dined with a king
And dived in a bottomless ocean.
I opened a book and made some friends.
I shared their tears and laughter
And followed their road with its bumps and bends
To the happily ever after.
I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same,
But I have a **book** inside me.”

— Julia Donaldson

Year 2 Reading Workshop

Questions?