



Year 2 Reading Workshop

Helping your child to read and understand at home

Monday 28th September 2026

Roe Green Infant and Nursery School





What we will cover today

Most of today is about simple things you can do at home.

1



Reading in Year 2

What your child does in school and what comes home.

2



The 10-minute routine

A simple way to read together every day.

3



When they get stuck

What to say, and what not to say.

4



Talking about books

Questions that build understanding.

5



Games and links

Word games, good books and useful websites.



All of these slides will be on our school website, so you do not need to write anything down.



Reading needs two skills

Children need both. If one is weak, reading becomes hard.



Using phonics to sound out and blend words, and knowing common exception words by sight.

+



Knowing what the words and sentences mean. If a child understands a story when they hear it, they can understand it when they read it.

=



Reads smoothly, understands the story and, most importantly, enjoys reading.



Did you know? A child can sound like a good reader but not understand what they have read. The best way to build understanding is to talk about books together.



How we teach reading in Year 2

Our aim is for every child to become a lifelong reader who reads for enjoyment and knowledge.



Daily phonics

Every day, children learn sounds and spelling patterns: the building blocks of reading and spelling.



Guided reading

Every week, your child reads with an adult in a small group at the same level, working on their next step.



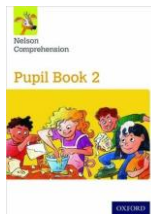
Weekly dictation

Children hear a sentence, count and clap the words, then write it in their books.



Comprehension

Regular lessons using Nelson Comprehension Book 2, and comprehension homework once a fortnight.



School library

Children in Year 2 visit and borrow from our well-stocked school library.



Common exception words

Children learn to read and spell 64 new words this year. We check progress every term.



What comes home, and what to do with it



Active Learn books

Every day



Your child reads the book aloud to you. Answer the questions together. Read it again the next day to build speed.



Library book

Every week



A book to enjoy together. It may be too hard to read alone, so read it to your child and talk about it.



Comprehension homework

Every fortnight



Read the text together first and talk about new words. Then let your child answer, looking back at the text to find answers.



Common exception words

Little and often



Practise 3 to 5 words at a time using the quick games on slide 17.



The 10-minute daily reading routine

Little and often works best. Here is a simple shape for every reading session.



BEFORE

2 minutes

- Look at the cover, title and pictures together.
- Ask: "What do you think this book will be about?"



DURING

5 minutes

- Your child reads aloud. Sit close and follow the words.
- If they get stuck, use Pause, Prompt, Praise (slide 10).



AFTER

3 minutes

- Ask one "find it" question and one "why" question.
- Ask: "What was your favourite part? Why?"



10 good minutes is better than a difficult half hour.



Choose a quiet time: TV off, phones away.



Let your child choose the book sometimes.



Active Learn: step by step

Please read the books set for your child on Active Learn every day.

1

Go to www.activelearnprimary.co.uk on a computer, tablet or phone.

2

Log in with the **username, password and school code** from your child's login letter.

3

Click **My Stuff** to find the books your child's teacher has chosen.

4

Your child **reads the book aloud** to you. Help with tricky words.

5

When you see a **bug icon**, tap it and answer the question together.

6

Read each book **two or three times**. It gets smoother every time.



Why Active Learn?

The books are matched to the sounds your child has already learnt in phonics. This means they can read them successfully and feel proud of themselves.

[Open Active Learn](#)

Lost your login letter? Please ask your child's class teacher.



When your child gets stuck on a word

Work up the steps, one at a time. Start with phonics.

1 Wait. Count to 5 in your head. Give them time to try.

2 Sound it out. "Say the sounds, then push them together."

3 Spot a chunk. Look for sounds they know, like ai, igh or ing.

4 Read on. Read to the end of the sentence. What would make sense?

5 Check the picture. Is there a clue that helps?

6 Re-read. Go back to the start. Does it sound right?



Sounds, not names

Use letter sounds (c-a-t), not letter names (see-ay-tee). Letter names make blending much harder.



Still stuck?

Simply tell them the word and carry on. Keeping the story flowing matters more than getting every word.



Watch it in action

Here is how the steps sound when you read together.

The story so far: John let his pet frog go.

1 *Your child is stuck.*

It _____ across the grass.

You say: "What is the first sound?"

2 *They say /h/.*

It **h**_____ across the grass.

You say: "What would make sense?"

3 *Close, but not quite right.*

It **hopping** across the grass.

You say: "Does that sound right?"

4 *They fix it themselves!*

It **hopped** across the grass.

You say: "Brilliant! You fixed it."

Notice that the adult never just gives the answer. Small questions help your child use their phonics and think about meaning.



Pause, Prompt, Praise

A simple way to help when your child makes a mistake.



PAUSE

When your child makes a mistake, wait about 5 seconds. Often they will notice and fix it themselves.

(Stay quiet and smile.)



PROMPT

If they do not fix it, give a small clue rather than the answer.

*"Does that make sense?"
"What is the first sound?"*



PRAISE

Praise the effort and the strategy they used, not just getting it right.

*"Brilliant! You went back and fixed it."
"Great sounding out!"*



Try not to say "**No, that is wrong.**" Instead say "**Shall we read it together?**" and point to the words.



Reading smoothly: "my turn, your turn"

Echo reading helps your child read with speed and expression.

1

You read one sentence aloud, with expression, pointing to each word.

2

Your child reads the same sentence, copying the way you read it.

3

Carry on, one sentence at a time, to the end of the page.

4

Now your child reads the whole page alone. Listen to how much smoother it sounds!

Why does this matter?

In Year 2, children move from sounding out every word to reading smoothly. When reading flows, their brain is free to understand the story.

More ideas to try

- Re-read favourite books. It is not cheating: it builds speed.
- Take turns: you read a page, then they read a page.
- Use funny voices for the characters.
- Stop at full stops. Sound excited at exclamation marks!



Talking about books: four kinds of question

Children practise these in school. You can ask the same questions at home with any book.



Retrieval

"Find it"

Finding facts that are written in the book.

"Where does the story happen?"



Sequencing

"Order it"

Putting events in the order they happened.

"What happened first?"



Inference

"Be a detective"

Using clues to work out things that are not written.

"How is the character feeling? How do you know?"



Prediction

"What next?"

Using what you know to guess what will happen.

"What do you think will happen next?"

The next two slides show each type using a story every family knows: Goldilocks and the Three Bears.



Find it and order it

Retrieval and sequencing



Retrieval: "Find it"

Questions to ask

- Where and when is the story set?
- Who are the characters?
- What did ... do, say or eat?

Goldilocks example

"What did Goldilocks eat at the bears' house?"



Tip: Ask your child to point to the words in the book that give the answer.



Sequencing: "Order it"

Questions to ask

- How does the story start?
- Which character do we meet first?
- What happened next? And after that?

Goldilocks example

"What did Goldilocks try first: the porridge, the chairs or the beds?"



Tip: Retell the story on five fingers: who, where, what went wrong, what happened, how it ended.



Be a detective and guess what is next

Inference and prediction



Inference: "Be a detective"

Questions to ask

- What is ... thinking or feeling? Why?
- Why do you think the author chose that word?
- Is this a good or bad character? How can you tell?

Goldilocks example

"How did Baby Bear feel when he saw his broken chair? How do you know?"



Tip: Always follow up with "How do you know?" so your child looks for clues.



Prediction: "What next?"

Questions to ask

- What do you think will happen next? Why?
- Where do you think ... will go next?
- Do you know a story like this? Will it end the same way?

Goldilocks example

"What will the bears do when they find Goldilocks asleep?"



Tip: Stop at an exciting moment, before you turn the page, and ask for a guess.



Open questions get children talking



Closed: the answer is yes or no

Do you like this book?

Do you like this character?

Was it a good story?

Are you good at reading?

Do you like this kind of story?



Open: your child has to think and explain

What do you like about this book?

What do you think of this character?

Why do you think this is a good story?

What makes you a good reader?

What is it about these stories that you enjoy?

Handy starters: What ...? Why ...? How ...? Tell me about ...



Common exception words

Words that do not follow the usual phonics patterns, so children learn them by sight.

For example: *said, because, people, water, could*

64

new words to learn in Year 2

45

words from Year 1 to keep practising

We check these every half term. Children need to read and spell them.

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	





Four quick games for tricky words

Five minutes a day, 3 to 5 words at a time. Stop while it is still fun!



Look, Say, Cover, Write, Check

Look

Say

Cover

Write

Check

Look at the word and say it. Cover it up. Write it from memory. Uncover it and check. Tick the ones they get right.



Word hunt

Pick a word, such as "because". How many times can your child spot it in their reading book, on signs or on food packets?



Snap or pairs

Write each word on two small cards. Play snap, or turn them face down and find the pairs. Read the word aloud to win the pair.



Fridge words

Stick 3 words a week on the fridge. Read them together every time you open it. Swap them when your child knows them.



Make reading part of everyday life

The more your child reads and hears stories, the stronger their reading becomes.



Read to your child every day

A bedtime story builds vocabulary and a love of books. Year 2 children still love being read to.



Reading is everywhere

Read signs, menus, recipes, shopping lists, comics and game instructions together.



Be a reading role model

Let your child see you reading: books, newspapers, magazines, anything!



Your home language counts

Sharing stories and talking about books in your home language builds understanding too. The skills carry across into English.



Kingsbury Library

522 to 524 Kingsbury Road, NW9 9HE

- Free to join. No ID needed.
- Children's books in Gujarati, Tamil, Hindi, Urdu, Polish and Arabic, as well as English.
- Free e-books and audiobooks with your library card.
- Let your child choose their own books.

[How to join a Brent library](#)



Finding good books

Click any link to open it. All of these are free.



Our school website: reading suggestions

Book lists for each year group, chosen for our children.

rgreeninf.brent.sch.uk/reading-suggestions



The School Reading List: Year 2

A list of 40 great books for 6 and 7 year olds.

schoolreadinglist.co.uk (Year 2)



Books for Topics: Year 2

Find books about a theme your child loves, such as dinosaurs, space or animals.

booksfortopics.com/year-2



Helpful videos and tips for parents

Short, practical and free to watch at home.



10 tips on hearing your child read

Topmarks

Short, practical tips on reading with your child, including keeping the flow going and staying positive.

[Read the tips](#)

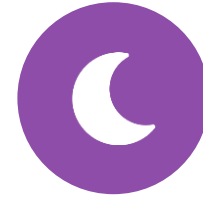


Top 10 tips for reading at home

Mr Thorne (video)

A friendly teacher shares easy ways to improve your child's reading at home.

[Watch the video](#)



Tips for reading bedtime stories

Michael Rosen (video)

The well-loved children's author shows how to make bedtime stories come alive.

[Watch the video](#)



Your reading toolkit

Little and often is the secret. Try to do these every week.



Read together for 10 minutes every day.



Read the Active Learn books set for your child.



Pause, Prompt, Praise when your child is stuck.



Ask one "find it" and one "why" question.



Use open questions: What? Why? How?



Practise 3 to 5 common exception words.



Read a bedtime story to your child.



Visit the library and let your child choose.



Any questions?

Thank you for coming, and for everything you do to help your child read.

You are always welcome to speak to your child's class teacher about their reading.

These slides are on our website: rgreeninf.brent.sch.uk

