

**Reading with your child: A guide for Year 2 parents**

At Clover Hill Primary School, we recognise how important it is for teachers and parents to work together to give every child the best start. We recognise all children as individual learners and understand that children develop reading in different ways.

Regardless of age and ability, however, all children should develop a love for reading and an enjoyment of books – an enjoyment that should stretch into life beyond Clover Hill. Reading together at home is therefore one the most important ways in which you can help your child.

This document will give you an idea of age related learning objectives as outlined in the new National Curriculum. Furthermore, there are some tips and ideas to help you to continue to work with developing your child’s reading at home.

There are two sections to this booklet: Word Reading and Comprehension.

**Word Reading**

From an early age, our children learn letters and sounds. The letters make up words and the words become sentences. But the process of reading is a little more complex than that! Being able to read a sentence can draw on a variety of skills which your child will learn and develop. Sometimes we call these different skills ‘searchlights’.

For a child to be a confident and competent reader, all of these searchlights need to be developed and used appropriately. Whilst the most commonly used strategy is phonics (a strategy that works for most words), we also encourage our children to also use a wide range of strategies, to complement their phonics, rather than relying on the same strategy that might not be the most efficient or, indeed, work for every word. (We have all been in a position where we have heard a child trying to ‘sound out’ certain words that just can’t be read through using phonics alone). Confident readers will be equipped with all of these skills and, more importantly, know which skill to use at the appropriate opportunity.

**Searchlights: Reading Strategies**

**Phonic**

* Use the initial letter to help you think of a word that makes sense
* Build the word up, then blend the phonemes together
* Look for familiar clusters, digraphs or trigraphs within the words

**Word Recognition and Graphic Knowledge**

* Look at the shape of the word
* Look for words within words
* Read the word in ‘chunks’, then blend them together
* Locate high frequency or familiar words
* Use letters of own name

**Grammatical Knowledge**

* Rerun from the beginning of the sentence and use awareness of grammar to predict words
* Use awareness of the need for grammatical agreement
* Use the punctuation to get meaning from the text
* Look for familiar prefixes and suffixes
* Read on to the end of the sentence and look for clues

**Context**

* Look carefully at the pictures
* Have the confidence to make a guess, then check it makes sense
* Read the sentence aloud to check it makes sense
* Predict what the word might be from what’s already happened
* Rerun from the beginning of the sentence
* Use prior knowledge of the genre to predict words/phrases
* Use any predictable patterns in the language, e.g. rhyme
* Read on to the end of the sentence and look for clues

**Reading Comprehension**

Once your child is able to decode pieces of texts, they will start to gain meaning. Just as there are different elements to word reading, there are also several strands to successful reading comprehension and each need to be developed in order for a child to flourish into a thriving well balanced reader.

When teachers hear your child read, they will focus on just one or two particular key skills at a time. By selecting a focus, it allows teachers to concentrate on developing that particular skill. Understanding and interpreting a book and thoughtfully responding to what has been presented in the text is equally as important as being able to read the words accurately.

**So what exactly should my Year 2 child be able to do?**

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| **By the end of Year 2, most children should be able to...** |
| **Use a range of strategies including accurate decoding of text, to read for meaning**  - Read words they have frequently encountered quickly and accurately, without overt sounding and blending  - Read accurately by blending the sounds in words that contain known graphemes and especially recognising alternative sounds for graphemes  - Independently read most words of two or more syllables, using taught alternative graphemes  - Read words containing common suffixes (-ment, -ness, -ful, -less, -ly)  - Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  - Accurately read books aloud, closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  - Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales  **Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text**  - Discuss with appropriate detail the sequence of events in books and how items of information are  - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear  - Answer and ask literal questions about unfamiliar texts  - Check that what they are reading makes sense to them    **Deduce, infer or interpret information, events or ideas from texts**  - Predict what might happen on the basis of what has been read so far with reference to the text to support their opinion  - Make inferences on the basis of what is being said and done (and begin to justify their opinion)  **Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level**  - Discuss how non-fiction books that are structured in different ways.  - Use simple dictionaries to locate given words independently  **Explain and comment on writers’ uses of language, including grammatical and literary features at work and sentence level**  - Clarify the meaning of words by linking new meanings to known vocabulary e.g. *tricycle – child may refer to a* ***tri****angle and/or bi****cycle*** *to understand the meaning of this new word*  *-* Give an explanation of how vocabulary choice affects meaning EG: “Stand still,” she said softly “Stand still,” she said angrily.  - Comment on how the author has used particular words and phrases to create effects such as atmosphere and humour with increasing independence  **Identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader**  - Express views about a wide range of poetry (including contemporary and classical), stories and non-fiction at a level beyond that at which they can read independently  -  **Relate texts to their social, cultural and historical contexts and literary traditions**  **-** Explain how they know that books are set in different times and places making reference to the text. |

Children need to be able to understand and describe important parts or events in the book. To develop their comprehension they should be challenged to support their answers by drawing answers directly from the text and by supporting their argument with evidence (we do use the word ‘evidence’ or ‘clues’). They should select or retrieve information, about events or ideas from texts and begin to use quotations.

If you have asked a child a question, try to follow it up with ‘Why do you think this?’ or ‘Show me where you got this answer.’

**Key Questions:**

**Fiction**

* Where does the story take place?
* When did the story take place?
* What did the character look like?
* Where did the character live?
* Who are the key characters in the book?
* What happened in the story?
* What kinds of people are in the story?
* Explain something that happened at a specific point in the story?

**Non-Fiction**

* What is the text about? What is the title of the text? Who is the author of the text?
* What kind of things would you expect to see in this book?
* Can you find examples of different features of this text type?
* Find something that interests you from the text. Explain why you chose that particular part.
* Where would you look to find out what a technical word means?
* What is on the cover of the book? What does this tell you about the content inside?

Children need to relate to the text and begin to give their own opinion based upon the information that the author has presented them. Children should develop the skill of ‘reading between the lines’ whilst still supporting their argument using the text. They should not guess, but interpret information, events or ideas from texts. They should be challenged by inference questions and quizzed about what the author meant when he/she wrote this...

For example, if the text mentioned that it was a “cold, gloomy day,” you could ask them what season they think the story is set in and why they believe this.

**Key Questions**

**Fiction**

* If you were going to interview this character/author, which questions would you ask?
* Which is your favourite part? Why?
* Who would you like to meet most in the story? Why?
* What do you think would happen next if the story carried on past the ending of the book?
* Predict what you think is going to happen next. Why do you think this?
* Is this a place you could visit? Why/why not?
* How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise?

**Non-Fiction**

* Which parts of the book could help you find the information you need?
* When would you use the contents page in the book?
* When would you use the index page in the book?
* What sort of person do you think would use this book?
* When might someone use this book? Why?
* Can you suggest ideas for other sections or chapters to go into the book?
* Do you think the author of the book is an ‘expert’ about the topic of the book? Why/why not?

Children might be able to give their opinion of the text after considering the book as a whole. They may talk about similar books that they have read or books that are about the same theme. They should comment on how effective the book is and begin to understand messages and the viewpoints of the author. Fables are a good way of drawing this out or any other book with an underlying lesson. For example; the underlying theme of stranger danger in Little Red Riding Hood.

**Key Questions**

* Can you think of another story that has a similar theme eg good over evil, weak over strong, wise over foolish?
* Why did the author choose this setting?
* What makes this a successful story? What evidence do you have to justify your opinion?
* How could the story be improved or changed for the better?
* What was the most exciting part of the story? Explain your answer as fully as you can.
* What genre is this story? How do you know?
* What was the least exciting part of the story? Explain your answer as fully as you can.
* When the author writes in short sentences, what does this tell you?

Children need to identify and comment on the structure of the book and how the text has been organised. They may talk about how a story progresses and identify common parts of a story. For example, the problem or climax in the text. They may notice that different fonts have been used for effect. They may draw upon previous experiences and compare the structure of the text to other books they are familiar with. They should also be able to discuss the layout of a book and give reasons why a text has been designed in this particular way.

**Key Questions**

**Fiction**

* Were you surprised by the ending? Is it what you expected? Why/why not?
* What is the main event of the story? Why do you think this?
* How has the text been organised?
* Why do you think authors use short sentences?
* How did you think it would end/should end?
* Has the author used an unusual layout in the text? Is so, describe it and say why you think they did this?
* Has the author used a variety of sentence structures?
* Has the author put certain words in **bold** or *italic?* Why have they done

**Non-Fiction**

* Can you find an example of a page you think has an interesting layout? Why did you choose it?
* Why have some of the words been written in *italics*?
* What are the subheadings for?
* Why have some of the words been written in bold?
* How does the layout help the reader
* What is the purpose of the pictures?
* Can you find examples of words which tell you the order of something?
* What kind of a text is this? How do you know?

**Key Questions**

**Fiction**

* Why did the author choose this title?
* Can you find some examples of effective description? What makes them effective?
* Which part of the story best describes the setting?
* Can you find examples of powerful adjectives? What do they tell you about a character or setting?
* Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting?
* Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting?
* Find an example of a word you don’t know the meaning of. Using the text around it, what do you think it means?

**Non-Fiction**

* Why does this book contain technical vocabulary?
* Find an example of a technical word. Read the sentence it’s in.
* What do you think it means based on how it’s used in the sentence?
* Are there any examples of persuasive language?
* Why do we need a glossary in a text

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**How can I help at home?**

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 much better than a difficult half hour!

Plan a quality, quiet time to read together.

**Reading with your child**

Book Introduction: Spend time introducing the book (see Questions to help you get more from your child’s reading book)

Strategy Check: Ask your child “What can we do if we get stuck on a word?” Listing the strategies refreshes your child’s memory and gives them the confidence to tackle a new word.

Independent reading: During this time try to remind your child of strategies rather than giving unknown words.

Returning to text for questioning: (See Questions to help you get more from your child’s reading book sheet) This is an important part of the reading session as it enables you to see if they have understood what they have read. More confident readers will also be able to return to the text to find out answers to questions.

Feel free to go with the flow – if from the initial question you asked your child starts talking about a different element of the book, go with it!

**Important points to remember**

* Allow your child to read to the end of a sentence without interrupting.
* Share the title rather than asking them to read it if the words are unfamiliar.
* Remind your child to point to each word individually rather than continuously run their finger underneath if they are still learning to match one to one.
* Alternate saying well done or that was good by telling your child what was good.
* Remember not to expect your child to work out a word that is not in their vocabulary.
* Alternate the strategies you suggest rather than giving the same strategy prompt e.g. sound it out.

**Reading Games**

**Language Lover Games**

Play with language. Spot words within words or try to make up new words for things like stepevator for elevator, or smoketube for chimney...

Play games such as Articulate

Read and remember poems

**Phonic and Spelling Games**

Complete and make up word searches.

Play word/spelling games like Junior Scrabble, Bananagrams and Boggle to focus on blending letter sounds to make words.

Write a word out – it could be a word from the weekly spellings list – cut it up and ask your child to put it back in the correct order.

**Practical activities**

Look at newspaper articles, notices from school, leaflets/guides in museums together.

Get your child to think about the week’s activities: clubs, school events, parties.