



Year 2

What should I know already

- See our document outlining reading progression.**
- reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy
 - re-reads to self-correct if meaning is lost
 - asks questions to clarify
 - connects what they read or hear to their own experiences
 - knows the voice telling the story is called the narrator

What will I know at the end of the year?
I will be able to:

- Develop skills in all the key reading skill areas.**
- self-corrects spontaneously and at the point of error
 - sustains silent reading most of the time
 - sustains interest in longer narratives e.g. a short chapter book
 - recognises the difference between description in fiction and non-fiction e.g. *in non-fiction description is generally used for precision rather than to create an emotional response.*

Questions to help develop reading

Phonic knowledge (decoding)

- Say the beginning sound
- Sound out - S-t-r-e-t-c-h out the sounds that the letters represent - blend them together again
- Look for 'chunks' ... 'ing' 'er'
- How many sound buttons? Sh - ar - p = 3 buttons / 5 letters!

Word recognition and graphic knowledge

- How many syllables does this word have?
- Look right through the word and read the ending.
- Is there a little word hiding inside it?
- Do you know a word that looks similar?
- Can you find a word that rhymes with.....?

Make and use the bookmark below.

Knowledge of Content

- Talk about the meaning of some words and phrases.
- Don't assume they understand e.g. idioms like '...he was over the moon' or '...he got cold feet'.
- Talk about the meaning or message of the story, poem or text.
- Who are the main characters?
- Use the illustrations for clues.
- After reading: does the picture match what I read?

Understanding structure and organisation of books

- Who wrote / illustrated the book? What does the title tell us?
- Where do I go next when I finish reading this line?
- Show me how you point and read.
- Point to the word that means the same as
- Find a full stop/capital letter/question mark.
- Why does this picture have a caption?
- Is there a contents / index / glossary? What are they for?

Understanding the book

- Tell me what happened in the book - summarise the main points
Why did the character do/say this?
- What have you found out from reading this book?
- Interpret information, events or ideas from books.
- Make a prediction. What do you think will happen next?
- What do you think this means (find meaning hidden in the text - inference)?

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go."
Dr Seuss

Some key reading skills to be developed further are stated below. These will support you in becoming effective and reflective independent readers.

For more detailed information see the reading progression document.

Vocabulary

- discusses effective language choices, e.g. 'slimy' is a good word there because ...
- identifies that adverbs help to tell us how the character is feeling

Retrieving

finding information from a book

- identifies words and phrases that link events
- refers back to the text for evidence
- retrieves information stated within text (may not be obvious)
- uses evidence from a text - may look through the book to help them remember or use information
- shows awareness of use of features of organisation e.g. index, bold headings

Summarising

- identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?

Inferring

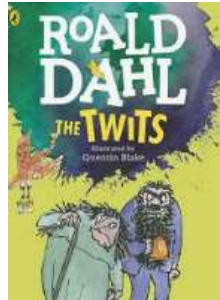
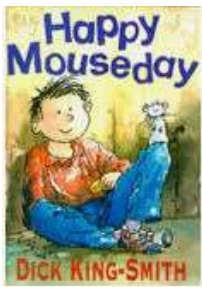
making assumptions about what is happening in a text from what you know

- demonstrates empathy with characters looking at descriptions and actions
- identifies evidence of change as a result of events, for example in character behaviour
- recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself
- explains how the way a character speaks reflects their personality
- identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson
- evaluates simple persuasive devices
- with support, justifies their views about what they have read

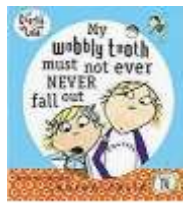
Predicting

- predicts with increasing accuracy during reading and then adapts prediction in the light of new information
- predicts some key events of a story based on the settings described in the story opening.

Class Readers - here is a selection of some



Some other books used throughout the year:



Wobbly Teeth must never fall out - Lauren Child

Tales from the Inuit People:
Polar Bear Son - Lydia Dabcovich

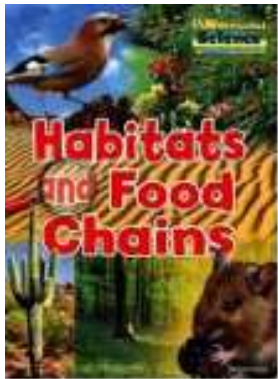


The Dragon Medicine - Helen Ward

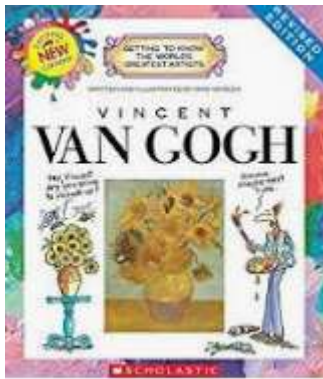


Cross-Curricular - example reads

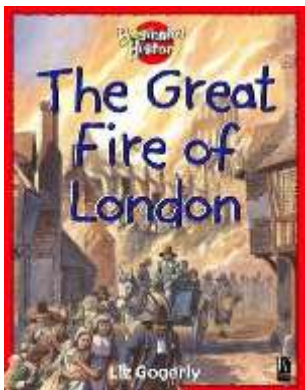
Science



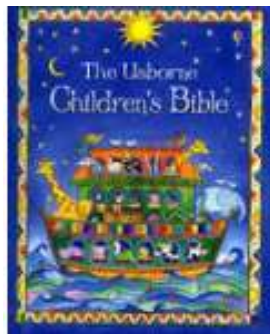
Art



History



RE



Poetry

Vocabulary

verse

A portion of a poem or song.

syllable

A **syllable** is a part of a word that contains sounds (phonemes) of a word. It usually has a vowel in it. A **syllable** is also called a 'beat' and teachers often teach **children** to identify **syllables** by clapping the 'beats' in words.

rhythm

Movement marked by the regular repetition of sounds.

adjective

An adjective is a word that describes an animal, person, thing, or thought. Adjectives include words that describe what something looks like and what it feels like to touch, taste, or smell.

acrostic

An acrostic is a poem in which the first letters of each line spell out a word or phrase. The word or phrase can be a name, a thing, or whatever you like.



How to help at home
See the links on our school web site

- Hear your child read daily and record in the Reading Record
- Read to your child
- Ask questions to your child about what they have read
- Visit the local libraries
- Let your child see you read

Useful web links

- <https://www.oxfordowl.co.uk/>
- www.booktrust.org.uk
- www.bbc.co.uk/education/schools
- www.childliteracy.com
- www.readingrockets.org

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.