Reading with Your Year 2 Child

SETTLE C.E. PRIMARY

Parent Advice Booklet

National Curriclum Expectations

Year 2

By year 2, children should have developed pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. Whilst in year 2, they must add to this by learning about cause and effect in both narrative and non-fiction texts, e.g. what has prompted a character's behaviour in a story, or why certain dates are commemorated annually? This skill requires deep thinking and is easier for some children than others.

What This Means for Parents

- 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 model clear reading with fluency and expression.

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

Simple Tips for Reading with Your Child

- Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?

- Discuss the meaning of words. Support your child with using a dictionary to explore words and their meanings.

- Discuss alternative words. An example would be, 'Happy is a bit of a boring adjective, isn't it? What could we use instead?' Use a thesaurus.

- Make predictions and be able to justify them. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.

- Discuss the setting of the story. Have you read another book with the same setting? What about in a similar time period? Is it set in the past, present or future? How do you know?

- Have you learnt anything whilst reading this book that you didn't know before? Pretend that you have learnt a new fact and explain it.

- Don't be scared of exploring and discussing concepts that appear in the text, such as betrayal, dishonesty, snobbery, etc.

Year 2 children are expected to:	To support this, you could say:
• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and is fluent	Can you sound it out? Which sounds do you know?
• Read familiar words quickly without needing to sound them out	I bet you can find the word .... quicker than me.
• Read words containing common suffixes	Can you put your finger on a word that ends in the suffix –less?
• Self-correct when they have read a sentence incorrectly	Did that sentence make sense to you? Do you want to try it again?
• Use a range of decoding strategies	How could we break it down into smaller chunks?
• Retell a story, referring to most of the key events and characters	I've forgotten - what happens in that story again? What were the characters called? What happened after that?
• Find the answer to questions in non-fiction, stories and poems	Which part of the text tells me about…? Can you find…?
• Decide how useful a non-fiction text is for a particular purpose	If I wanted to learn about …, would this be useful? Why?
• Be aware that books are set in different times and places	Do you think this book was set whilst you were alive? What about whilst I was alive? Why?
• Relate what they have read to their own experiences	Do you remember when we went to … and saw …? This story reminds me of that.
• Continue to build up a repertoire of poems learnt by heart	Could you teach your little brother the words to Twinkle, Twinkle Little Star?
• Recognise key themes and ideas within a text	So, it seems like this story says you should always be honest. Do you know any other stories about honesty?
• Make simple inferences about thoughts and feelings of characters and reasons for their actions	What do you think … is feeling now? What might they do next? What makes

SATs Questioning

In the KS1 English Reading Tests, your child's understanding of reading is tested through five different strands, know as 'content domains'. At Settle Primary School we use VIPERS to teach these domains in all classes.

V Vocabulary
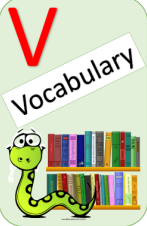
Content Domain 1a:

Draw upon knowledge of vocabulary in order to understand the text.

I Infer

Content Domain 1d:

Make inferences from the text.

P Predict

Content Domain 1e:

Predict what you think will happen based on the information that you have been given.
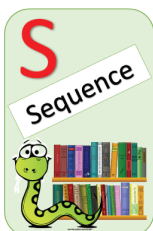
E Explain

Content Domain 1b:

Explain your preferences, thoughts and opinions about the text.

R Retrieve

Content Domain 1b:

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

S Sequence

Content Domain 1c:

Sequence the key events in the story.

Getting your child used to answering questions from each of these content domains prepares them for their SATs reading assessment at the end of Year 2. Asking a few of these sample questions per night will build your child's experience.

V Vocabulary
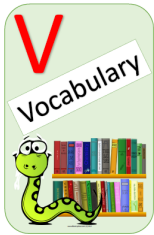
Can you find a noun/adjective/verb that tells/shows you that…?

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…

I Infer

What do you think…means? Why ?

Why do you think…?

How do you think…?

When do you think…?

Where do you think…?

How has the author made us think that…?

P Predict
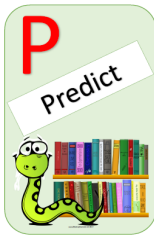
Where do you think…will go next?

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? Why?

Who do you think has done it?

E Explain
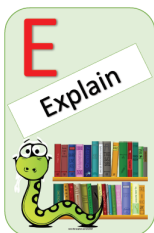
What does this… word/phrase/sentence… tell you about… character/setting/mood etc?

How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?

What is similar/different about two characters?

Describe different characters' reactions to the same event in a story.

R Retrieve

Who is/are the main character(s)?

When/where is the 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…

S Sequence
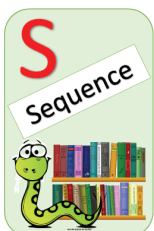
What happens in the story's opening?

How/where does the story start?

What happened at the end of the…?

What is the dilemma in this story?

How is it resolved?

Year 2 Common Exception Words

By the end of year 2, children are expected to be able to read and spell these common exception words.

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

Recommended Reads

SETTLE C.E. PRIMARY

Find more titles at:

Salty Dogs — Matty Long — Pirate pooches. UNLEASHED.

DON'T LOOK IN THIS BOOK — BY SAMUEL LANGLEY-SWAIN

ANTHONY BROWNE — GORILLA — 30TH ANNIVERSARY EDITION

Dr Xargle's Book of Earthlets — JEANNE WILLIS   TONY ROSS

The bestselling author of Artemis Fowl — EOIN COLFER — The Legend of SPUD MURPHY

Everyone's favourite wizard — Mr Majeika — Humphrey Carpenter

Jinnie Ghost — Jane Ray   Berlie Doherty

PHILIP PULLMAN — I was a Rat or The Scarlet Slippers

TUESDAY — DAVID WIESNER

BEAVER TOWERS — NIGEL HINTON

Mick Inkpen — A Royal Lullabyhullaballoo! — A PICTURE BOOK WITH FOLD-OUT PAGES

FUNGUS THE BOGEYMAN — 35TH ANNIVERSARY EDITION — RAYMOND BRIGGS

Janet & Allan Ahlberg — Mrs Wobble the Waitress — a favourite HAPPY FAMILIES story

THE ADVENTURES OF CAPTAIN UNDERPANTS — ACTION THRILLS LAFFS — AN EPIC NOVEL BY DAV PILKEY

"Just the right note of dastardly charm." — The Dunderheads — PAUL FLEISCHMAN   Illustrated by DAVID ROBERTS