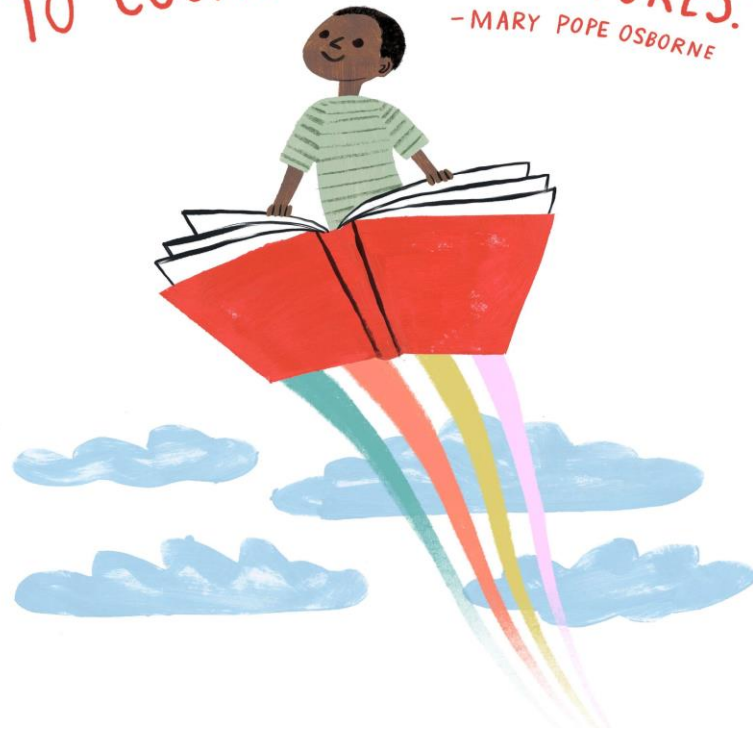


Reading in Year 2

Our learning community respects, nurtures and inspires.

What does reading mean to you?

“READING IS A PASSPORT
TO COUNTLESS ADVENTURES.”
— MARY POPE OSBORNE



‘Becoming or being a reader’
rather than ‘reading’ is at the
heart of the National
Curriculum.

Reading purposefully and for
pleasure is at the heart of reading.

Why is reading so important?

- ▶ It helps children learn about the world in which they live
- ▶ Good writing starts with good reading
- ▶ It is a key skill needed to progress in other subjects
- ▶ Children learn how language works
- ▶ Being a competent reader ensures children can access the world around them

The research...

- ▶ Children who read for pleasure will gain advantages that last their whole lives.
- ▶ Young children who enjoy reading 'very much' are five times as likely to read above the expected level compared with those who don't enjoy reading
- ▶ The National Reading Trust cites overwhelming evidence that literacy has significant relationship with a person's happiness and success. A deep engagement with storytelling and great literature link directly to emotional development in Primary children.
- ▶ Children whose parents regularly read to them make as much as twelve additional months' progress in school.
- ▶ The academic benefits of a strong leisure reading habit are not confined to improved reading ability. Leisure reading makes students more articulate, develops higher order reasoning, and promotes critical thinking.

What makes a good reader?

Decode

Understand

Respond

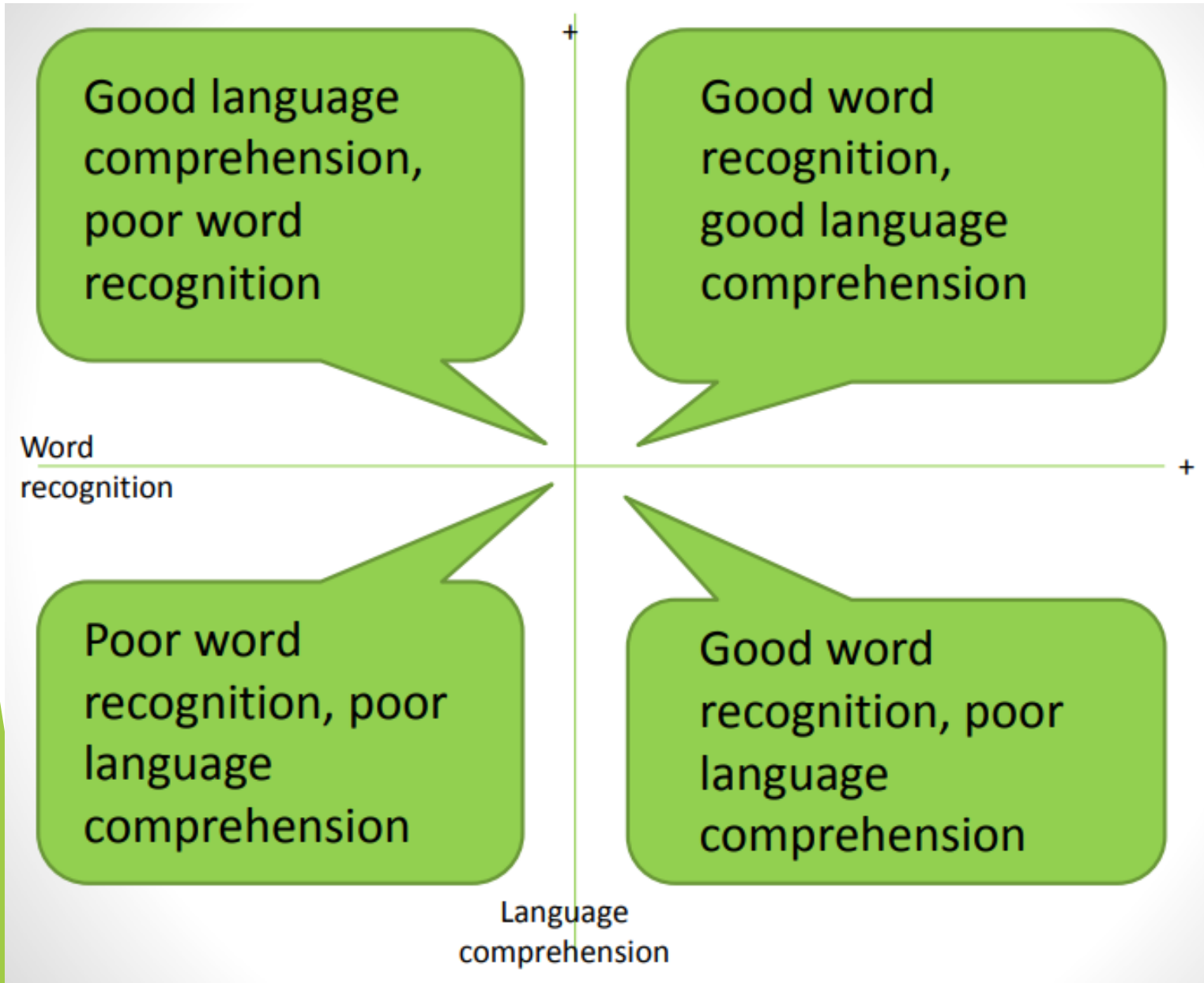
Attitude

The main purpose of reading is to build a visual image of the text.

Reading requires two skills

- ▶ **Word recognition**
- ▶ The ability to blend letter sounds (phonemes) together to read words
The ability to recognise words presented in and out of context
- ▶ **Comprehension**
- ▶ 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
- ▶ Being able to read does not mean you understand what you read -
Your child might sound like a good reader but may not understand what the text means.

Simple View of Reading



Reading in Year 2

- ▶ Reading in Year 2 moves away from decoding words and onto understanding the text
- ▶ Phonics should be secure and alternatives are taught
- ▶ Children read with fewer errors and are able to decode successfully unfamiliar words
- ▶ Children are reading a wider range of texts including non-fiction and poetry and exploring the key features

Reading with fluency

What is fluency?

- ▶ Fluency combines accuracy, automatic reading and reading with expression
- ▶ A reading speed of 90 words per minute is needed for children to be able to comprehend as they read
- ▶ Reading fluency is a vehicle for reading comprehension
- ▶ Reading aloud to children with expression helps develop fluency
- ▶ Repeated reading of the same text gives children time to gain fluency; giving them a better idea of what fluency feels like.

Language development



- ▶ A large vocabulary is crucial to reading success
- ▶ Children need a vocabulary of 15,000-20,000 words to read children's literature successfully
- ▶ New vocabulary needs to be taught and discussed
- ▶ Children need to hear and use new words multiple times to fully understand them
- ▶ Sharing stories that are at a level beyond the child's own reading level increases exposure to new and ambitious vocabulary. Talking about these words widens children's vocabularies.
- ▶ So... always encourage your child to ask when they do not know what a word means!

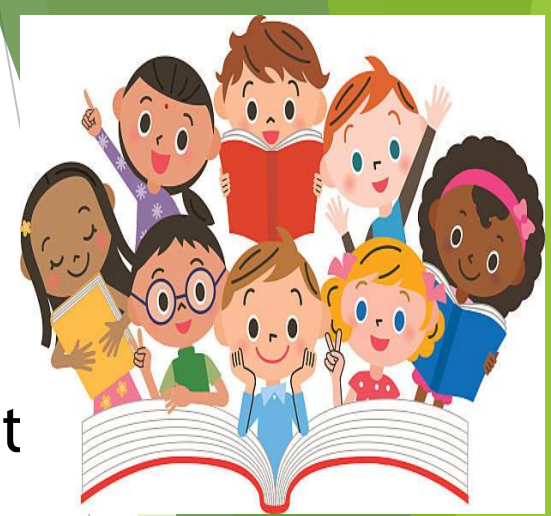
Comprehension strands

- ▶ Literal Comprehension (Literal Comprehension, Sequencing, Information Retrieval, Accuracy)
- ▶ Inference (Making Inferences, Predictions)
- ▶ Responding to the text (Personal Response and Evaluation of the Text, Performance)
- ▶ Language for Effect (Literary Language, Vocabulary Development)
- ▶ Themes and Conventions (Range of Texts, Text Structure)

Reading Levels

Book Band Colour	Reception	Year 1	Year 2
Lilac	Phase 1		
Pink	Phase 2		
Red	Phase 3		
Yellow	Phase 4		
Blue		Phase 5	
Green		Phase 5	
Orange		Phase 5	
Turquoise			Phase 6
Purple			Phase 6
Gold			Phase 6
White			
Lime			

Working Towards the Expected Standard for Reading



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

Expected Standard for Reading

The pupil can:

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



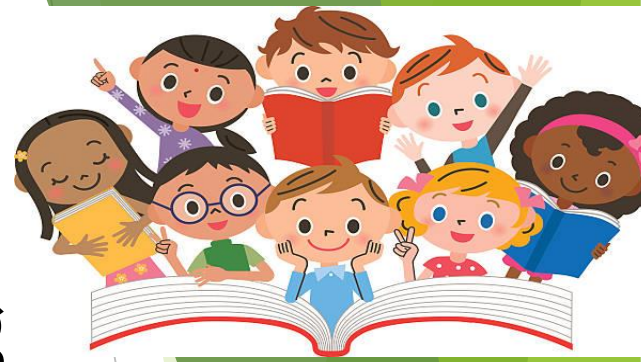
In age-appropriate books, the pupil can:

- 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 words
 - 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.

Greater Depth Standard for Reading



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

Book bands sent home to support reading with your child and comments to make

How to support reading GOLD band books

Let's have a look through a range of books and talk about: what they may be about; how they are laid out; how the stories might turn out.
Ask lots of Who? What? Where? When? Why? and How? questions.
Tell me what you think this book will be about?
Have you read the blurb?
Why did you choose this book?
What do you already know about...?
Can you read aloud to me, sounding out new words automatically and without hesitating?
How is the information in this non-fiction book organised?
Try to read quietly or silently.
Remember to use the punctuation to help keep track of the sentences.
Now you've read silently, tell me all about it...
How do you think the writer has made us feel like this? (scared; happy; amused; tense...)
Which words has she/he used to make us feel that?

How to support reading WHITE band books

Show me how you know that this book is a story book; a nonfiction book; a reference book (Encourage book language: chapters; story language; photographs; facts; index alphabetical order etc)
Read your book silently and find out about ... or what happens to... (Read book before child) Tell me about it...
Read your book before tea and take it up to bed later.
Use your bookmark to show where you are up to.
Does this book remind you of any others you have read? How?
These books are about the same thing. How are they the same? Different? Which one do you like the best? Why?
Can you tell me the difference between these words eg the giant is huge, the garden is vast and the castle is enormous?
What can you tell me about the roots to these words – terror, terrorised. What has changed when we add the suffix?

- Engagement with reading
- Word reading and fluency
- Comprehension

Purposeful discussion

- ▶ Give children 'Find it' questions and 'Prove it' questions - 'Find it' questions are literal questions -What colour was the ball? - 'Prove it' questions involve inference and deduction -Why was the boy sad?
- ▶ Develop understanding of causal inference - As the sound of the piano drifted through the woods he smiled. Q: What instrument was being played?
- ▶ Teach idioms (i.e. You need to pull your socks up, hang on in there)
- ▶ Always ask children how they know that - get them to refer back to the text
- ▶ Comprehension monitoring - teaching children to recognise whether they have understood what they have read
- ▶ Use synonyms to understand tricky vocabulary
- ▶ Interrogate key vocabulary

Open ended questions

- ▶ What do you like about this book?
- ▶ What do you think of this character?
- ▶ Why do you think this is a good story?
- ▶ What do you like about reading?
- ▶ What is it about these stories that you like so much?

Go Read



- ▶ Online reading record
- ▶ Physical books are sent home each week
- ▶ Two books are logged on the 'Go Read' app.
- ▶ Your child's class teacher will write comments about in school reading each week
- ▶ We expect comments written by parents on GoRead every week. Children's comments are encouraged but optional.



Bug Club

- ▶ Books on Bug Club will be allocated to your child at their book band level
- ▶ Children should read the books and answer the Bugs to support their comprehension skills



Bug Club

Bug Club - Activity Reporting - what the teacher can see!

<input type="checkbox"/>		Tops and Bottoms	 Independent	Fiction	Lime - all levels	LFE RT INF INF	08/01/2022 16:23
<input type="checkbox"/>		Bugs in our Homes	 Independent	Non-fiction	Lime A	INF RT LIT LFE RT TAC LIT TAC	05/01/2022 07:40
<input type="checkbox"/>		Wizards, Spiders and Castles	 Independent	Poetry	White A	LFE TAC INF LFE RT LIT RT TAC	16/12/2021 07:13
<input type="checkbox"/>		Our Neighbour's a Vampire!	 Independent	Fiction	White - all levels	RT INF LIT LFE	13/12/2021 07:25
<input type="checkbox"/>		Mona the Moaner	 Independent	Plays	White B	INF LFE LIT TAC INF LIT LFE TAC	10/12/2021 07:23

Reading Videos

- ▶ <https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard>

SATS

- ▶ Carried out in May 2022
- ▶ SATs are standardised tests which are administered to year 2 and year 6 pupils during the summer term. The SATs form one part of the teacher's judgement when assessing whether your child is working towards the expected standard, at or at greater depth standard in Reading, Writing and Mathematics.

SATS

- ▶ We do not want the SATs to be stressful for the children so we try our best to put them at ease. We call them quizzes! We do not tell them they are tests.
- ▶ The class teacher or Senior Leaders administer the test.
- ▶ Some of the children will sit the tests in classrooms; others will take the tests in smaller groups outside of the classroom.
- ▶ We will provide the children with plenty of breaks and they are not strictly timed.

Reading SATS

- ▶ The reading test for Year 2 pupils is made up of two separate papers. Paper 1 consists of a selection of texts of 400 to 700 words and a set of questions. Paper 2 is a reading booklet with various passages of 800 to 1100 words.
- ▶ Questions are designed to assess the comprehension and understanding of a child's reading.
- ▶ There are different question types including multiple choice, labelling, matching, ordering, 'find and copy', short answer and open-ended answer.

Reading SATS

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- ▶ Questions are designed to assess the comprehension and understanding of a child's reading.
- ▶ There are different question types including multiple choice, labelling, matching, ordering, 'find and copy', short answer and open-ended answer.
- ▶ The tests will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point if they feel that it is appropriate for a particular child.

Ants underground

Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

Queen ant

The queen ant spends all her time laying eggs.



Reading Test 1 has combined text, questions and answers.

2 What does the queen ant do?

Tick **one**.

keeps the nest clean

☐

lays eggs

☐

moves eggs

☐

finds food

☐

4 Give **two** jobs that the worker ants do.

1. _____

2. _____

5 What happens to the eggs in the special room?

Children will be asked to tick correct answers, they will be expected to find and retrieve facts and sometimes explain their answers.

Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



1 Why did Bryn get out his toys?

Tick **one**.

He was deciding which one to play with. ☐

He wanted to hide them from Clare. ☐

He wanted to tidy them away. ☐

He was getting them ready for Clare. ☐



1 mark

2 What did Dad say *looks much better now*?



1 mark

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



5 Why did Jasmine climb the steps?



1 mark

6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved. ☐

JJ told her to. ☐

The brushes were dirty. ☐

Mum was angry. ☐



1 mark

Cowboys in films

Cowboys came in many different shapes and sizes, but all cowboys had to be able to ride horses. Cowboy films often show cowboys who are handsome, clean and young, having lots of adventures.

In real life, cowboys were often quite old. They were covered in dust and had little time to wash or shave. Usually their horses were more handsome than they were!



There are many films about cowboys.

19 What skill did all cowboys need?



1 mark

20 Real cowboys are different from cowboys in films.

Put **three** more ticks in the table to show what cowboys are like.

One has been done for you.

	real cowboys	cowboys in films
have adventures		✓
are clean		
are dirty		
are old		



1 mark

Reading Test 2 will
have a more
challenging separate
reading booklet and
reading answer
booklet.



The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird. They put him in a silver cage and

Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)

1 Why did the king want to have the blackbirds? (page 4)

2 Why was the blackbird's wife sad? (page 4)

3 What instrument did the blackbird play on the way to the palace? (page 4)

Plastics and the Environment

What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

Good points	Bad points
Plastics can be shaped into almost anything.	Plastics can be difficult to recycle.
Plastics are light and cheap to make.	Plastics can give off poisonous fumes when they melt.
Plastics can be produced in different colours.	Plastics are made from oil, which is running out.
Plastics do not rot.	Plastics do not rot.

The problem with plastics

Some plastics can last for a long time without wearing out, but this means that it is very difficult to get rid of them when they are not needed. They may remain in rubbish dumps for hundreds of years. These dumps, called landfill sites, can be smelly, ugly and harmful to our planet.

Questions 9 – 18 are about
Plastics and the Environment (pages 8 – 9)

(page 8)

- 9 When were plastics first made?

(page 8)

- 10 Tick **two** good points about plastics.

Plastics can be...

Tick **two**.

nice to smell.

☐

any shape.

☐

grown.

☐

eaten.

☐

many colours.

☐

Top tips for reading with your child.

1) CHOOSE A QUIET TIME

Set aside a quiet time with no distractions. 10 to 15 minutes is usually long enough.

2) MAKE READING ENJOYABLE

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest, then do something else

3) MAINTAIN THE FLOW

If your child mispronounces a word do not interrupt immediately. Allow your child to self-correct, using their phonics skills. You can always discuss mis-pronounced word at the end of your reading time.

Top tips for reading with your child.

4) SUCCESS IS THE KEY

Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless because the flow is lost, the text cannot be understood, and children can easily become reluctant readers.

5) VISIT THE LIBRARY

Encourage your child to use our school library regularly.

6) REGULAR PRACTICE

Try to read with your child every day. Little and often is best.

Top tips for reading with your child.

7) COMMUNICATE WITH THE SCHOOL

Your child has a GoRead account and we expect weekly comments to inform us on how they get on with the books they read at home.

8) TALK ABOUT THE BOOKS

There is more to being a good reader than just being able to read the words accurately. Being able to understand what has been read is just as important. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

9) VARIETY IS IMPORTANT

Remember that children need to experience a variety of reading materials eg. picture books, hardbacks, comics, magazines, poems, recipes, instructions and information books.

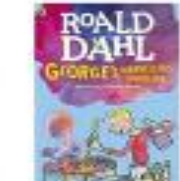
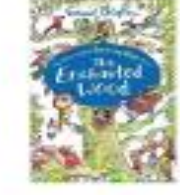
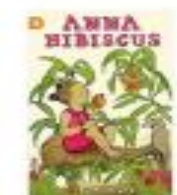
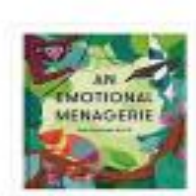
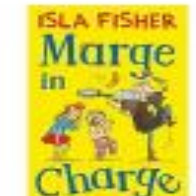
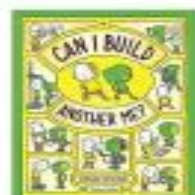
Our School Expectations for Reading at home

- ▶ Read daily with your child
- ▶ Comment on GoRead at least on a weekly basis
- ▶ Access Bug Club each week and support your child to answer the provided comprehension questions
- ▶ Use our school library to access a wider range of books for free!
- ▶ If you need any extra support with reading, please speak to your child's class teacher or Mrs Stephenson, our Inclusion Manager

50 Recommended Reads for...

Year 2

(ages 6-7)



SCAN ME

www.booksfortopics.com/year-2

For more primary school booklists, visit booksfortopics.com

**SCHOOL
READING
LIST**

Year 2 books - our recommended reading list



Any questions?