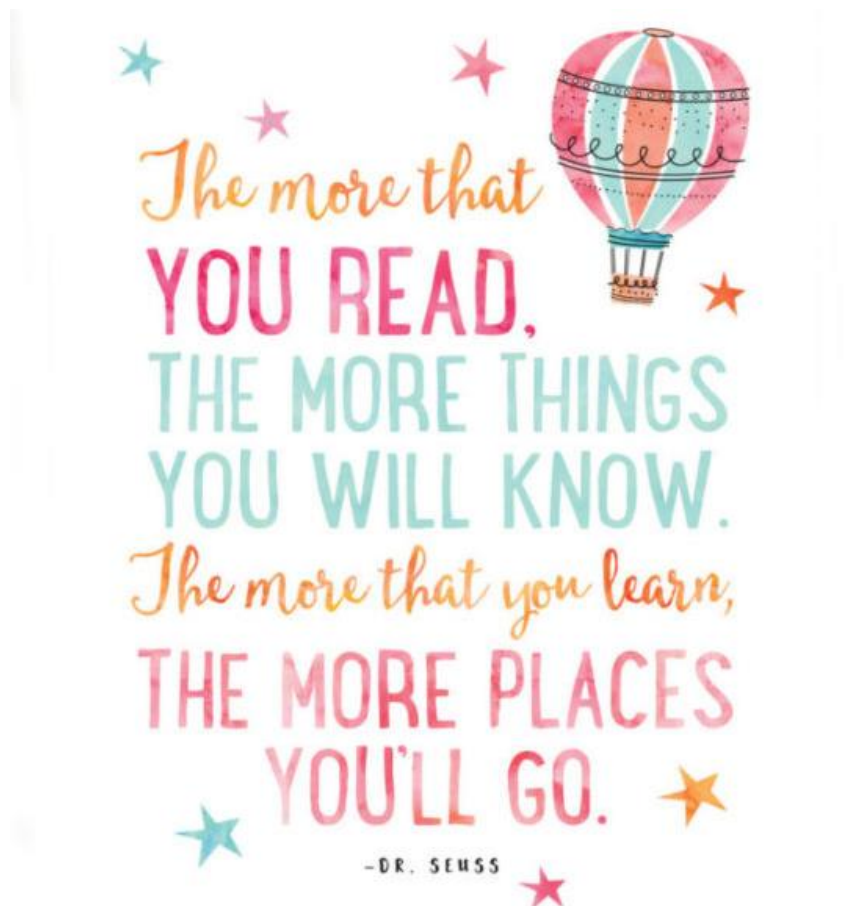




HIGHAM-ON-
THE-HILL CHURCH
OF ENGLAND
PRIMARY SCHOOL

How to help with Reading in Year 2

Parent advice booklet




National Curriculum Expectations Year 2

By year 2, pupils should have

- Developed pleasure in reading
- Motivation to read
- Increased vocabulary
- Improved level of understanding

Whilst in year 2, children will learn 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 can be quite challenging for some children.

What does this mean for parents?

<p>In everyday life, model explaining why you have made the decisions you have, e.g. I'm going to leave that there so that I remember it later.</p>	<p>Continue to model clear reading with fluency and expression</p>	<p>Share your opinions about the books and explain why you think that</p>
<p>Discuss reasonable national events and why they are celebrated annually</p>		<p>Explain why people react the way they do to social situations.</p>




HOW CAN YOU HELP?

- 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 this? 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 a similar period in time? 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.



In the table below, all the learning objectives for the children (green column) have been matched with questions which you can ask at home (purple column). You can choose which one you want to work on with your child. Don't try and do too much in one go. Talking about books, stories, facts and poetry is as good as listening to a child read. You can combine it with research for homework for example.

Please ask your child's teacher if you need any more ideas.

<u>Year 2 expectation</u>	<u>What you can do to help</u>
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	<p><i>Can you sound it out?</i></p> <p><i>Which sounds do you know?</i></p> 
Read familiar words quickly without needing to sound them out.	<p><i>I bet you can find the word _____ quicker than me.</i></p>
Read words containing common suffixes	<p><i>Can you put your finger on a word that ends in the suffix -less?</i></p>
Self-correct when they have read a sentence correctly	 <p><i>Did that sentence make sense to you? Try that again.</i></p>
Use a range of decoding strategies	<p><i>How could we break it down into smaller chunks?</i></p>
Retell a story referring to most of the key events and characters.	<p><i>I've forgotten – what happens in the story again?</i></p> <p><i>What were the characters called?</i></p> <p><i>What happened after that?</i></p>
Find the answer to questions in non-fiction, stories and poems	<p><i>Which part of the text tells me about.....?</i></p> <p><i>Can you find...?</i></p> 

<p>Decide how useful a non-fiction text is for a particular purpose</p>	<p><i>If I wanted to learn about, would this be useful? Why?</i></p>
<p>Be aware that books are set in different times and places</p>	<p><i>Do you think this book was set whilst you were alive? What about whilst I was alive? Why?</i></p>
<p>Relate what they have read to their own experiences</p>	<p><i>Do you remember when we went to..... and saw? This story reminds me of that.</i></p>
<p>Continue to build a repertoire of poems learnt by heart</p>	<p><i>Could you teach your little brother / sister the words to Twinkle, twinkle, little star?</i></p>
<p>Recognise key themes and ideas within a text</p>	<p><i>It seems like this story says you should always be honest: do you know any other stories about honesty?</i></p>
<p>Make simple inference about thoughts and feelings of characters and reasons for their actions</p>	<p><i>What do you think..... is feeling now?</i></p> <p><i>What might they do next? What makes you say that?</i></p>



#Reading is for Everyone

