

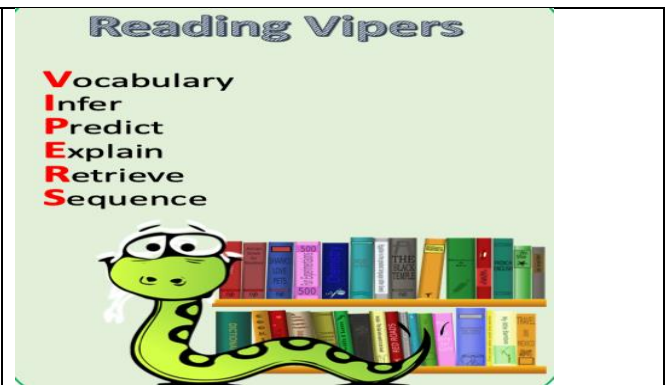
Year 2 Reading Workshop: What can we do to help our children at home?

Reading Often

The best thing you can do to help your child at home is to read as often as possible across a wide range of genres/text types. The more your child reads, the more practice they get, the more confident they become and the more knowledge they acquire. It is great if the children can choose their own books, visit the library, or explore some of the books as part of our Project Placemats. Remember anything can be reading, think about how you can use films or podcasts to support this.

Reading Vipers

When we are looking at your child's book band, we are not just looking at their decoding. We use Vipers to help us. The children know all about these and we refer to them all the time when we are reading.



Questions that can help extend your child's knowledge and skills.

Vocabulary	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section?
Infer	<ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel?
Predict	<ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this?

	<ul style="list-style-type: none"> • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?
Explain	<ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieve	<ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?
Sequence	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Phonics into Spelling

In Year 2, we continue to use our phonics to sound out and spell words. As the year progresses, we move on to spelling rules and spelling patterns. We still recap phonics regularly to help us, so it is still worth using the phonics mats! At home, you could look at word maps, rhyming words and spot patterns within words.

Fluency

How many words can your child read in a minute? Challenge them to beat their score!

KS1 SATS

In Year 2, the children sit 2 reading papers in May. These help inform and support our judgements, but they are not the final assessment. We will be sending home some examples over the next few weeks.

End of KS Expectations

Working towards the expected standard

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.

Working at the expected standard

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-appropriate¹ 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 words²
- 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.

Working at greater depth within the expected standard

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.