



Year 2

Reading

September 2018



Reading in School

There are different styles and aspects of reading being taught in school every day.

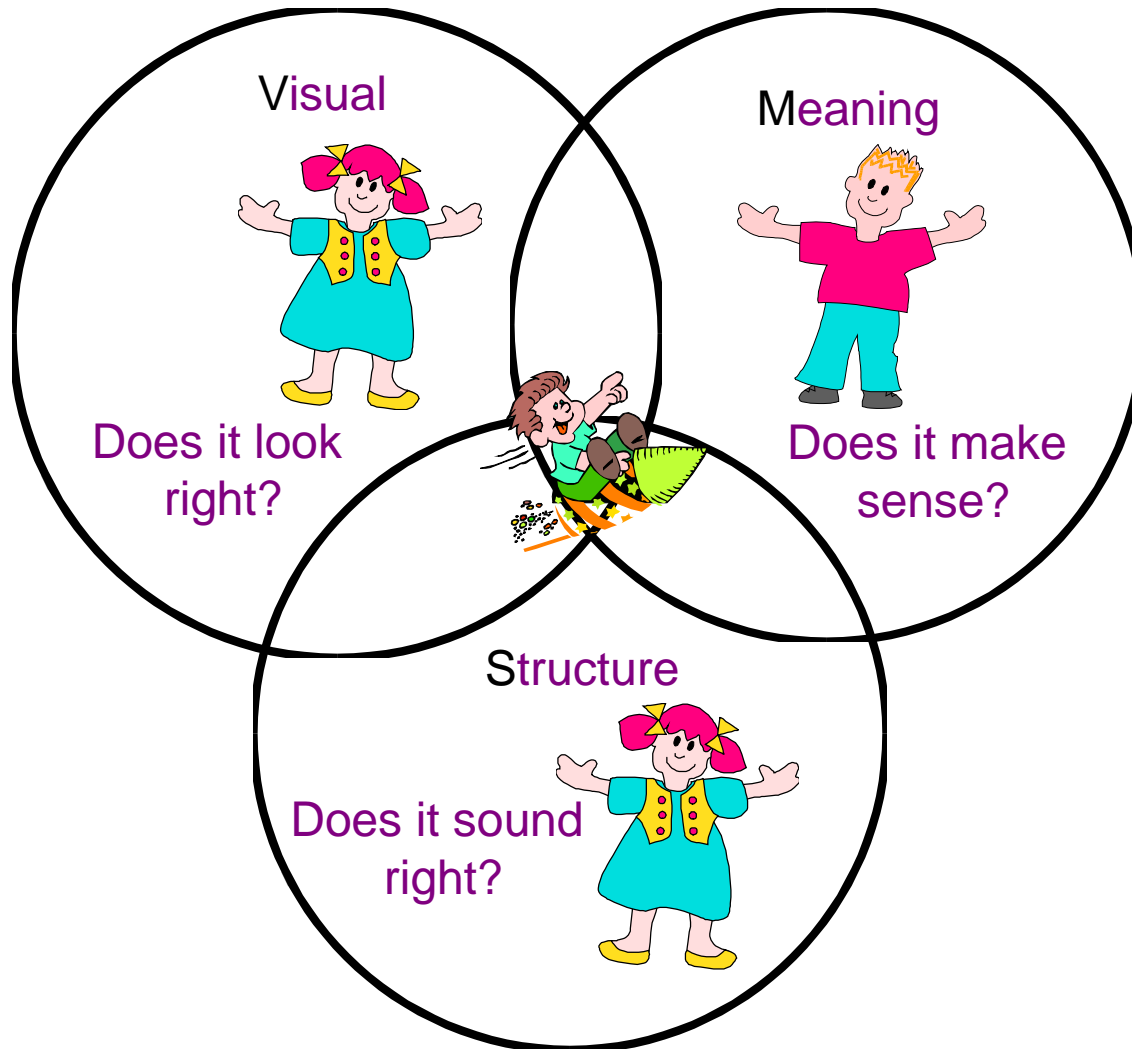
Children receive a daily phonics lesson which teaches children to read words by breaking them down in to letter sounds

Children are also taught to read and spell common tricky words that cannot be sounded out - e.g. said - people

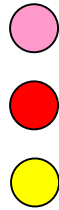
Children are listened to and read to on a regular basis.

Fortnightly Library slot.

3 Sources of information for reading



1,2
3,4,5
6,7,8



Pink
Red
Yellow

Reception

9,10,11
12,13,14
15,16
17,18



Blue
Green
Orange
Turquoise

End of Y1

19 20
21 22



Purple
Gold
White
Lime

End of Y2

23,24
25,26

Individual Reading

There are reading books in every class.

These are graded by colour and number.

Children are given the opportunity to choose and read a reading book on a regular basis.



Guided reading

Children read in a small group

Children read the same book selected by the teacher.



The purpose is to teach children the strategies of independent reading, new words and their meaning and reading comprehension

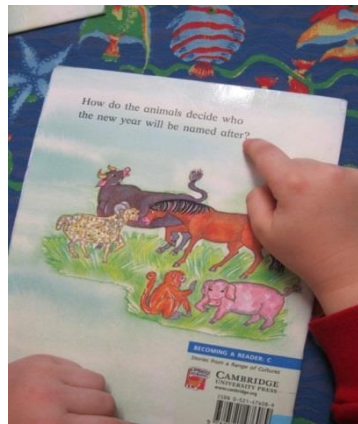
Guided Reading

The teacher chooses the book carefully to teacher specific reading skills.



Children are encouraged to read at their own pace and use reading strategies to tackle unknown words.

Children are encouraged to read the blurb, and make predictions about the book.



Children are asked questions about what they have read.

Testing

- At the end of Year 1 children were tested on their ability to decode words - with a
“phonic screening check”

Children who did not reach the pass mark of 34 out of 40 are required to re- take the test at the end of Year 2

Real and not real words

box

flag

round

portrait

voo



jound



terg



fape



Please be aware that these resources are not endorsed by the Standards and Testing Agency or the DfE. These are created as **practice aids only** and cannot be used during the Year 1 phonics screening.

Sound Buttons

We teach children to decode words through a system of synthetic phonics.

(This means breaking words down into the smallest unit of sound).

e.g

Moon – (m-oo-n)

Night – (n-igh-t)

Corner (c-or-n-er)

Looking (l-oo-k-i-ng)

Reading tests

- At the end of Year 2 children are tested on their reading fluency and comprehension
- They will sit 2 papers
- Short paper
- Long paper

All children will be prepared for the test by their teachers

Monster at sea

One hot sunny day Monster and Frog went to the seaside. Monster lay on the sand, sunbathing. But Frog was bored and restless.

"If we had a boat," said Frog, "we could sail away to sea and have an adventure.

We could be explorers!"

Frog was always looking for adventure. Monster wasn't.



Practice questions

c What kind of day was it?

Tick **one**.

cloudy

☐

sunny

☐

cold

☐

wet

☐

d What was Monster doing?

Monster at sea

One hot sunny day Monster and Frog went to the seaside.

Monster lay on the sand, sunbathing. But Frog was bored and restless.

"If we had a boat," said Frog, "we could sail away to sea and have an adventure.

We could be explorers!"

Frog was always looking for adventure. Monster wasn't.



So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6

Why did Frog say, “*This must be our lucky day*”?

Tick **one**.

Monster
liked boats.

☐

A boat drifted
towards them.

☐

They were
by the sea.

☐

It was a
sunny day.

☐

7

Why was Monster worried?

Question types

Multiple choice

Tick a box – 4 choices

Text revival

short answer eg- sunny day

Vocabulary

Find another word that means the same
as.....

Question types

Ordering events

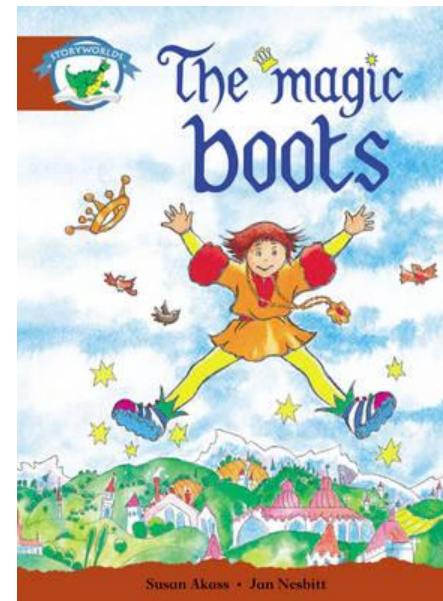
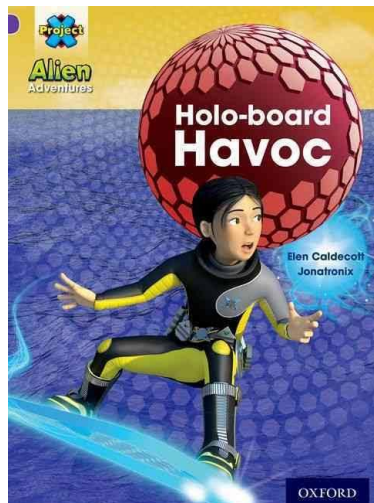
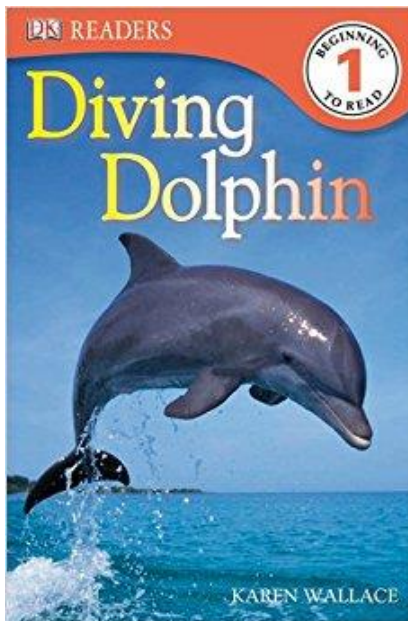
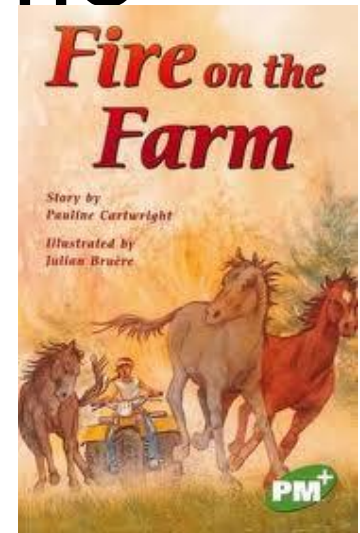
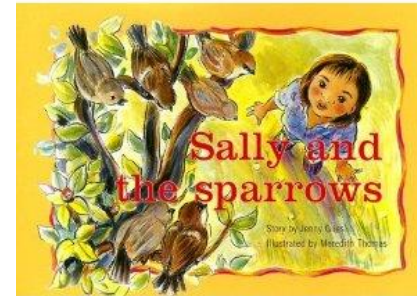
Put numbers next to sentences

Inference

Why was monster worried?

Helping your child at home

- Introduce the book to your child to engage them and also to debug the book.



How can I help my child at home?

- Read to your child.
- Listen to your child read
- Talk about the book
- Support them decoding unfamiliar words
- Phonic games
- Key words – word recognition
- Memory games
- Wick road library



What if it's not all coming together...?

Talk to your child's teacher.

Extra opportunities for pupils.

These may include:-

- Phonic groups
- Reading Recovery
- Better Reading Partners