

Reading with 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 are certain events commemorated annually? This skill requires deeper thinking and is easier for some children than others

How you can help at home

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.'



Model clear reading with fluency and expression.

Discuss reasonable national events and why they are celebrated annually.

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



Explain why people react the way they do within social situations.

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 and begin to use a thesaurus.



Make predictions and justify them by asking What will happen next? What makes you think that? Model your own predictions to help them.

Discuss the setting. Is it in the past present or future? How do you know?



Ask them if they have learnt anything new whilst reading the book. Pretend you have learnt a fact and explain it.



Discuss concepts that appear in the text such as betrayal, dishonesty, snobbery, etc



Year 2 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and is fluent 	<p>Can you sound it out?</p> <p>Which sounds do you know?</p>
<ul style="list-style-type: none"> read familiar words quickly without needing to sound them out 	<p>I bet you can find the word..... quicker than me.</p>
<ul style="list-style-type: none"> read words containing common suffixes 	<p>Can you put your finger on a word that ends in the suffix -less?</p>
<ul style="list-style-type: none"> self-correct when they have read a sentence incorrectly 	<p>Did that sentence make sense to you? Do you want to try it again?</p>
<ul style="list-style-type: none"> use a range of decoding strategies 	<p>How could we break it down into smaller chunks?</p>
<ul style="list-style-type: none"> retell a story, referring to most of the key events and characters 	<p>I've forgotten - what happens in that story again?</p> <p>What were the characters called?</p> <p>What happened after that?</p>
<ul style="list-style-type: none"> find the answer to questions in non-fiction, stories and poems 	<p>Which part of the text tells me about...?</p> <p>Can you find...?</p>

Year 2 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • decide how useful a non-fiction text is for a particular purpose 	<p>If I wanted to learn about..., would this be useful? Why?</p>
<ul style="list-style-type: none"> • be aware that books are set in different times and places 	<p>Do you think this book was set whilst you were alive? What about whilst I was alive? Why?</p>
<ul style="list-style-type: none"> • relate what they have read to their own experiences 	<p>Do you remember when we went to... and saw...? This story reminds me of that.</p>
<ul style="list-style-type: none"> • continue to build up a repertoire of poems learnt by heart 	<p>Could you teach your little brother the words to Twinkle, Twinkle Little Star?</p>
<ul style="list-style-type: none"> • recognise key themes and ideas within a text 	<p>So, it seems like this story says you should always be honest. Do you know any other stories about honesty?</p>
<ul style="list-style-type: none"> • make simple inferences about thoughts and feelings of characters and reasons for their actions 	<p>What do you think... is feeling now? What might they do next? What makes you say that?</p>

Year 2 SATs

In the Key Stage 1 SATs, your child's understanding of reading is tested through five different strands known as 'content domains':

1a Vocabulary

Draw on knowledge of vocabulary to understand texts

What does this word/sentence tell you about... (fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you... /shows you... /backs up what you have said about...?

Why did the author use the word.... to describe...?

How does this word/description make you feel?

1b Retrieval

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

Where/when is the story/poem set?

Is this character a good/bad character? How can you tell?

Is there a dilemma in the story? What is it? How is the dilemma resolved?

Find your favourite description of the..

1d Inference

Make inferences from the text

How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences into the order that they happened in.

1c Sequencing

Identify and explain the sequence of events in texts.

What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word... here?

How do you think the author feels about...? Find words to back this up.

1e Predict

Predict what might happen on the basis of what has been read so far

What do you think will happen next?

Where do you think.... will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end the same way?