

End of Year 2 Reading Expectations

Reading

- Read words accurately by blending the sounds in words
- Read accurately words of 2 or more syllables
- Read words containing common suffixes e.g. -ed, -ing, -ly
- Read common exception words
- Read most words quickly and accurately without needing to sound out words that they have frequently encountered. They should know words such as there, when, he, she etc by sight. For further information refer to 100 and 200 high frequency word lists.

Oxford Reading Buddies-

All children have access to a range of texts that are specifically designed to meet their needs and progress them.

Each child has logged into this in class and use their normal 306 login to access.

School Code: 2FMU8

Comprehension

- To listen to, discuss and express views about a wide range of poetry, stories and non-fiction.
- To discuss the sequence of events in books and how items of information are related.
- To discuss their favourite words and phrases
- To participate in discussions about books, poems etc.
- To explain and discuss their understanding of books, poems and other material.
- To understand that non-fiction books are structured in different ways
- Can check it makes sense and correct inaccurate reading
- Can answer questions and interpret the text on the basis of what is being said or done
- Can recognise simple repeated language in stories and poetry
- Can discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Can ask their own questions
- Can predict what might happen on the basis of what has been read so far

In addition, children should be able to read all of the common exception words for Year 1 and Year 2.

Reading a book together

- Let the reading time be short (about 10-15 minutes), enjoyable, and stress free for both you and your child.
- Ask your child to choose a book- Sharing books they have chosen shows you care what they think and that their opinion matters. This means they are more likely to engage with the book.
- Choose a time when your child is willing and not too tired.
- Find somewhere quiet without distractions.
- Talk about the book and the pictures
- When your child first brings home a reading book, do not expect them to know all the words.
- Model the reading by reading it to them at first or taking it in turns. Modelling reading to your child helps them to understand what fluent reading sounds like.
- Encourage your child to use the pictures to help guess the words
- If a child doesn't know the meaning of a word, encourage your child to use the picture or read the rest of the sentence to infer the meaning.
- Do not let your child struggle with trying to sound out words that are not phonetically decodable, for example 'tricky words' such as 'come' and 'who' which cannot be sounded out as c-o-m-e and w-h-o.
- It is ok for your child to read the same book more than once.
- Above all always use plenty of praise and encouragement!

As their reading progresses encourage your child to:

Suggest how the story might end, alternative endings, how it could be improved

Cover a word and think of another that would make sense

Discuss characters; what are they like, how are they feeling

Make links to other books, for example by the same author or on the same subject, and to their own experiences

Pay attention to the punctuation, speech bubbles and so on, using different voices for different characters and reading for meaning

Use the correct terminology such as author, illustrator, contents, index.

Express opinions about the book and who they would recommend it to

Use the theme of the book to write own version, perhaps using a different setting or characters

Questions to ask your child when reading

- What do you think this book is about?
- Who are the main characters?
- How is the character feeling?
- What does _____ mean?
- What do you think will happen next?
- How could you change the ending?
- Can you think of a better word instead of _____?
- What other books do you know that have a similar theme? E.g. good and bad characters, heroine and hero.
- What genre is this story? E.g. adventure, fantasy, crime, traditional
- What do you like/dislike about the story?

Reading in real-life contexts

Let your child see you read, and share it with them, for example reading a recipe, reading the newspaper headlines, reading the destination on the bus, reading shop signs and labels on items in the shop. Choose a word that they may have been learning in their book, or from their high frequency words, to notice. Some children may prefer to read a comic, non-fiction book or use an internet game. Variety is very important.

Reading a story book or 'real book' together

Part of learning to read is developing a love of books because it creates the motivation to learn. Reading schemes help a child towards independent reading but 'real books' give them a flavour of the wealth of literature that they will one day be able to access independently. It is very important to read to your child as well as listen to them reading. This can be a cosy, bedtime activity for sharing and enjoyment of a book. The child can be the listener and will learn a great deal from hearing an experienced reader read aloud, such as seeing how the pages are turned, how expression is used and different voices used for different characters, how the plot develops and so on. You may find that your child will begin to join in with a favourite book. With a new book you may want to ask your child how they think the story will end, about whether they liked the story or particular characters. By joining the library your child can enjoy reading and choosing their own books, CDs, DVDs and use the internet and there are often activities run in the holidays. Charity shops and car boot sales are another source of inexpensive books or maybe your child could swap favourite books with a friend.

Games to encourage reading

- Make up silly rhymes and phrases using alliteration.
- Put the high frequency or tricky words on cards and play bingo, lotto and memory games with them or see how many they can read in a minute.
- Complete and make up word searches.
- Play word/spelling games like *Junior Scrabble*, *Bananagrams* and *Boggle* to focus on blending letter sounds to make words.
- Write a word out – it could be a word from the weekly spellings list – cut it up and ask your child to put it back in the correct order.
- Play with language. Spot words within words or try to make up new words for things like stepevator for elevator, or smoketube for chimney...

Recommended Reading Books for Year 2

The Day the Crayons Quit by Drew Daywalt

The Owl who was Afraid of the Dark by Jill Tomlinson

Mr Majeika by Humphrey Carpenter

Jinne Ghost by Berlie Doherty

I was a Rat! By Phillip Pullman

Fungus the Boegyman by Raymond Briggs

The Man whose Mother was a Pirate by Margaret Mahy

Funnybones by Ahlberg

Mr Wolf's Pancakes by Jan Fearnley

The Enchanted Wood by Enid Blyton

The Tear Thief By Carol Ann Duffy

Elmer by David McKee

Handa's Surprise by Eileen Browne

Peace At Last by Jill Murphy

Owl Babies by Martin Waddell, illustrated by Patrick Benson

The Gruffalo by Julia Donaldson, pictures by Axel Scheffer

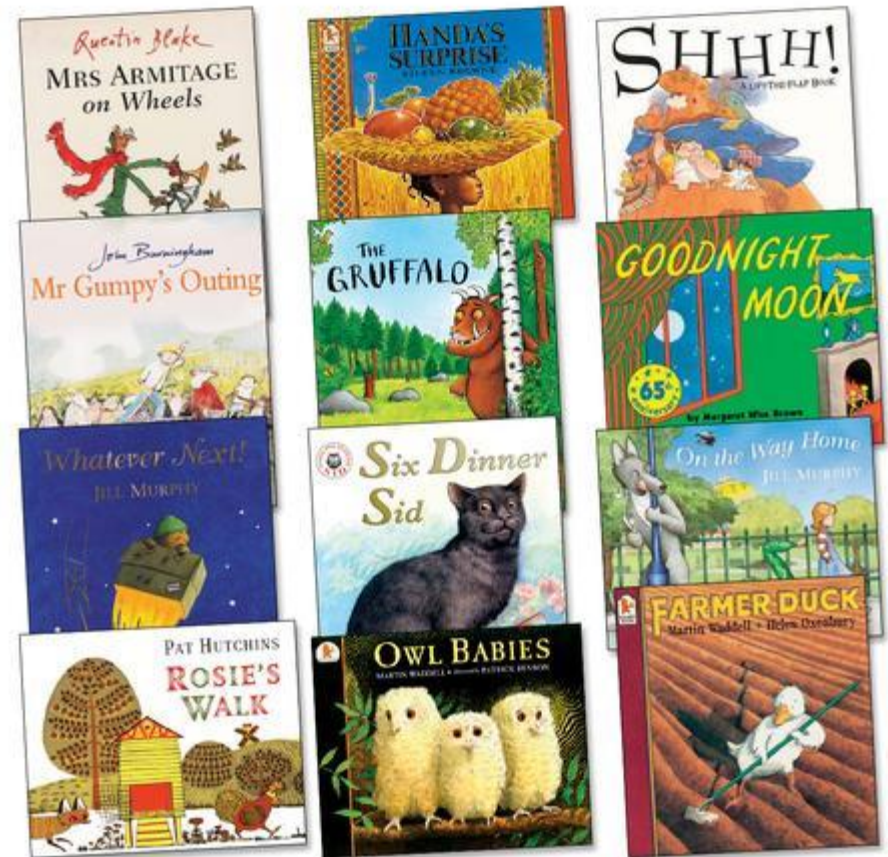
Tyrannosaurus Drip by Julia Donaldson, illustrated by David Roberts

Any traditional fairytales such as The Gingerbread Man, Little Red Riding Hood, Hansel and Gretel etc

Further recommendations visit

<https://www.booktrust.org.uk/booklists/g/great-books-guide-2022-6-7/>

Reading in Year 2



FAIRCHILDES
PRIMARY SCHOOL