

A Guide for Parents: Year 2 Reading



“Reading makes all other learning possible. We have to get books into our children’s hands early and often.”

– Barack Obama

Developing confidence as a reader (age 6-7)

Your child will now be building on those early reading skills and developing confidence in reading more broadly and fluently. These ideas will help you to keep a good balance between reading for enjoyment across a range of interests and developing the skills to help your child read with even more confidence and efficiency.

Things to try with your child

Sharing reading

1. It's still good to share

Don't give up on talking about picture books, short chapter books and even sharing bedtime stories and information books with your child. Choose what to read together and exchange views. Sharing a love of reading will rub off on them!

2. Take the lead

Try reading slightly more difficult books together – you read one page and your child reads the next, or you read the main information and they read the captions. Hearing you read fluently and seeing you read for information will help them to see what reading can be.

3. Encourage an opinion

Talk about books when you've finished reading together. Talk about the characters and what happens in a story, or what specific bit of information was most useful, but also get them to give you their opinions too. Let them tell you if they don't like a book, and why. Part of growing as a reader is learning that it's OK not to like some books or to prefer reading on-screen sometimes!





4. Make links

As well as talking about the book itself, make links between events or information in the book and your child's own experiences: 'Do you remember when we did that ...?' Get them to ask questions too: 'Is that how Grandad does it too?'

Practising developing reading skills

1. It's still important to listen

Your child may be bringing home slightly longer books from school now, but they are still likely to be part of a reading programme and levelled in difficulty so teachers can match the best books to your child's skills. It should be a comfortable read. Enjoy talking about it together too.

2. Still phonics first

It's still good to try sounding out and blending a word your child gets stuck on. But now you may also try different tactics too. For example, get them to say the first sound of the word, or break it into chunks or syllables, for example *camp-ing* or *butt-er-fly*. Alternatively, ask them to read the whole sentence again, focusing on the meaning.

3. Spot letter patterns in words

Ask your child to point out words that look like they should rhyme but don't: *home and come*; do and no. And words which do rhyme even though they look different: *come and sum*; *there, bear, hair*. This will help with their writing too.

4. Get your child to perform

When your child reads aloud encourage lots of expression and get them to use different voices for the different characters or to use different volume or pace. Reading to a younger sibling might demand this and is great practice! Or get them to try learning a poem off by heart. And making a sound recording is fun too.

'All the reading
she had done had
given her a view of
life that they had
never seen.'

Roald Dahl
Matilda

5. Quiet time and silent reading

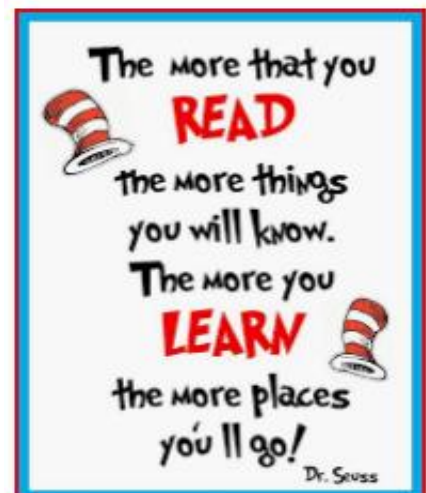
As well as reading books aloud together, encourage your child to sometimes read alone and sometimes silently. This isn't as easy as it sounds, but it shows that your child is reading more effortlessly. Show how you read your own book or newspaper silently.

The KS1 Reading Content

The key stage 1 English reading tests will focus on the comprehension elements of the national curriculum.

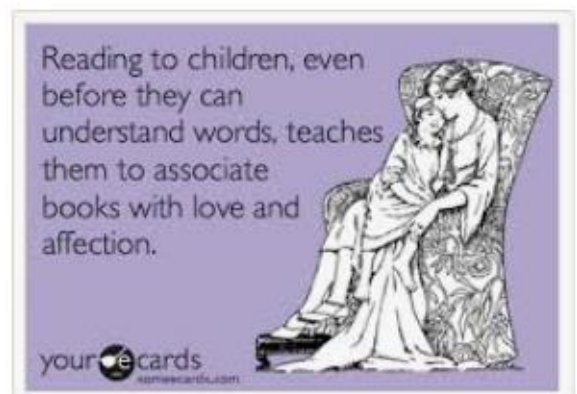
The following table shows the content:

Content	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far



1a: Draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?





1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.

- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?

- Why has the author organised the information like this?

Before they read
words, children are
reading pictures.
David Wiesner



1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story.
- Make a table/chart to show what happens in different parts of the story.
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

If you want your
children to be
intelligent, read them
fairy tales. If you want
them to be more
intelligent, read them
more fairy tales.

Albert Einstein

1e: Predict what might happen on the basis of what has been read so far

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?

How is character X like someone you know? Do you think they will react in the same way?

