



Reading with Your Year Two Child

Parent Advice Booklet



National Curriculum Expectations

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 certain dates are commemorated annually. This skill requires deep thinking and is easier for some children than others.

What This Means for Parents

- 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.'
- Continue to model clear reading with fluency and expression.
- Share your opinions about the book and explain why you think that.
- Discuss reasonable national events and why they are celebrated annually.
- Explain why people react the way they do within social situations.

What This Means for Parents



Initially, reading with your child is about reading to them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts – recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales.



Show your child how to find information in a book rather than quickly finding it for them.

Getting your child used to answering questions from each of these content domains prepares them for their SATs reading assessment at the end of Year 2. Asking a few of these sample questions per night will build your child's experience.

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?

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.

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

Simple Tips for Whilst You Read



What is happening? Talk about what is happening in the pictures **before** you read the text. What can you see?



Discuss alternative words. For example, 'Which word could the author have used that's a bit more exciting than **big**? Use a thesaurus together.



Make predictions. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.



Start in the middle of a book. What do you think has happened before this point? What makes you think that?



Discuss the setting of the story. Have you read another book with the same setting?



Discuss the meaning of words. Use a dictionary together to get your child used to exploring words for themselves.

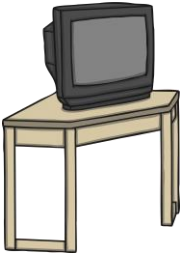


Have you learned anything whilst reading this book that you didn't know before? Pretend that you have learned a new fact and explain it.



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

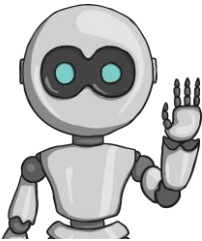




Turn off the TV so that you can listen to and talk to your child. Model correct speech and pronunciation. Ask your child lots of questions.



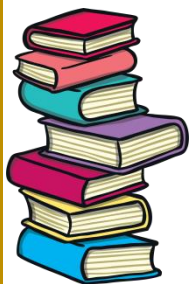
Play 'I Spy' games. Can you find something beginning with...? How many... words can you see?



Pretend to be a robot. 'Can you bring me your s-o-ck-s?'



Encourage your child to predict what the story is going to be about by using their inference skills. Can they find clues on the front cover?



Discuss the setting of the story. Have you read another book with this setting? How is it similar? How is it different?



Discuss new vocab or new concepts that they have come across in their stories.



Ask your child to read and write the weekly shopping list. Reading is linked to writing.



Put flour, salt, rice or sugar on a baking tray and spell out sounds and words together for phonics revision.