

<b>Year 2 children are expected to:</b>	<b>To support this, you could say:</b>
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and is fluent	Can you sound it out? Which sounds do you know?
Read familiar words quickly without needing to sound them out	Can you find the word ... quicker than me?
Read words containing common suffixes	Can you put your finger on a word that ends in the suffix –less?
Self correct when they have read a sentence incorrectly	Did that sentence make sense to you? Do you want to try it again?
Use a range of decoding strategies	How can we break the word into smaller chunks? What does the word look like? Can we think of any words inside it?
Retell a story, referring to most of the key events and characters	I've forgotten– what happens in that story again? What were the characters called? What happened after that?
Find the answer to questions in non-fiction, stories and poems	Which part of the text tells me about ...? Can you find ...?
Decide how useful a non-fiction text is for a particular purpose	If I wanted to learn about ... would this be useful? Why?
Be aware that books are set in different times and places	Do you think this book was set whilst you were alive? What about whilst I was alive? Why?
Relate what they have read to their own experiences	Do you remember when we went to ... and saw...? This story reminds me of that.
Continue to build up a repertoire of poems learnt by heart	Could you teach your little brother the words to Jack and Jill?
Recognise key themes and ideas within a text	So, it seems like this story says you should always be honest. Do you know any other stories about honesty?
Make simple inferences about thoughts and feelings of characters and reasons for their actions	What do you think ... is feeling now? What might they do next? What makes you say that?

# Reading with Your Year 2 Child Parent Advice Booklet



Learning to read is one of the most essential skills we learn and impacts on all areas of learning. This is where parental support can make a huge difference to your child's progress and confidence. Regular reading at home will support all areas of learning at school. We expect children to be reading a **minimum of three times per week for 15 minutes at a time**. Children are issued with a reading record which should be sent into school each day with their reading books. These are a great way for the teacher to monitor your child's reading habits, and can be used as a method of communication between home and school.

## Reading Book Bands

Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Grey
						End of Y1				End of Y2		Y3	Y4

At Portishead Primary School, we use the recognised Book Banding scheme for reading books in KS1 and into KS2 if necessary.

In Year 2, most children will begin the year on turquoise books. You will find that they will progress through the book bands a lot more slowly than they did when they were in the early stages of learning to read. The reason behind this is that the children are being taught valuable comprehension and fluency skills which need to be practiced with books which are easily read by them. Reading books should be able to be read with at least 95% accuracy (so very few words to get stuck on) in order to develop children's confidence, fluency and enjoyment of the story, rather than just their decoding skills.

Exceptional readers in Year 2 may read freely and widely at home, and would traditionally have been a 'free reader' at school. We have a range of more challenging novels at lime, brown and grey levels now, which are more appropriate for these readers, and will provide more structure to their reading journey. We would encourage these children to continue to develop their love of reading by choosing a wide range of books at home and from the library, both fiction, non-fiction and poetry, alongside their school reading book.

## Helping Hounds!

In KS1, we use the following 'Helping Hounds' to help us ask and answer different types of questions about what we have read. Use the question stems below to support you when listening to your child read.



### Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



### Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



### Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



### Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



### If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means...., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

### Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?

