

Year 2 children are expected to:	To support this, you could say:
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 and Carer 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 five times per week**. Children have 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 YR				End of Y1				End of Y2			End of Y3

At Portishead Primary School, we use the recognised Book Banding scheme for reading books in KS1 and into KS2 if necessary. Children in Year 2 continue to read books which are phonically decodable. It is essential that your child continues to re-read their phonics book several times each week. Please remember to write in their reading records each time they read to you.

In Year 2, children build upon the phonic ability to begin to read more complex words and sight words. This year you may find that your child is consolidating book bands that are suggested for lower year groups. Please do not be alarmed as it is important that children do not have gaps and are confident before moving on to the next colour band. As your child progresses there will be more of a focus upon 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 they get stuck on very few words) in order to develop children's confidence, fluency and enjoyment of the story, rather than just their decoding skills. Having someone at home to listen to your child as often as possible will have a huge impact upon their progress in reading.

Exceptional readers in Year 2 may already be very fluent and confident. 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. These readers would likely remain on brown or grey books throughout Year 2.

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.

Vocabulary Victor

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



Inference Iggy

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



Predicting Pip

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



Rex Retriever

- Who is the main character?
- When/where is the story set? How do you know?
- Which is your favourite part? Why?
- Tell me three facts you learned.
- Find the part where...



Sequencing Suki

- What happens in the opening?
- What happened at the end?
- What is the dilemma? How it is resolved?
- Can you retell the story in 20 words or less?
- Which happened first, ... or ...?



If they are not sure, try saying...

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