

Year 2 Reading



**What every child
needs to know
about reading by
the end of Year 2.**



Purpose of study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Curriculum Aims:

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Assessment:

Assessment of reading in Year 2 is mainly through teacher assessment.

In February you will receive your child's mid-year report which will indicate their progress so far and if they are 'on track' to reach the required standard in the reading curriculum by the end of the school year. In May pupils undertake SATs (Standard Assessment Tests) and these are used to inform the teacher's final assessment in June.



Reading Statutory Requirements

Reading in key stage 1 consists of two elements:

1. word reading
2. comprehension (both listening and reading)

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading



Reading Statutory Requirements

Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words,
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material,
both those that they listen to and those that they read for themselves



Supporting your Child at Home

Online Resources:

<http://www.storylineonline.net>

<http://www.oxfordowl.co.uk/>

<http://www.lovereadings4kids.co.uk/>

<https://ec1.educationcity.com/> (English -> Yr2 -> Activities -> Reading)

Something to do...

- Encourage your child to read for pleasure
- Talk about books
- Ask your child "What might happen next"
- Ask your child to talk about what has already happened "Which words did you like?" "What do you think about that?" "Tell me about...."
- Discuss the language and the words used in the text
- Encourage your child to use expression in their voice
- Visit the library
- Have a story at bedtime
- Read a variety of text – comics, books, websites, fiction, non-fiction, magazines,

The aim is to make reading an enjoyable experience, but consistency is also essential if progress is to be made.

Try to:

- Practise regularly
- Allocate quality time during the day for reading
- Use a comfortable and quiet area

If would be really helpful if you could encourage your child to read for pleasure and share the interests they have in books with them.

Remember it's okay to:

read a book again and again
mistake a book for real life
read anywhere
dip in and out
read out loud
read silently
share a book
read anything!

