 

**Reading in Year 2**

It is not a surprise that good readers make good writers! We believe that as parents you are your child’s most influential teacher. You play an important part in helping your child develop a love of reading. Here is our philosophy of reading and some suggestions on how you can help us make reading a positive experience.

Reading consist of 2 dimensions:

* word reading
* comprehension (both listening and reading)

In Year 2 we believe it is essential that teaching focuses on developing learners’ competence in both dimensions; different kinds of teaching are needed for each.

***Reading At School and at Home – word reading***

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

Help and encourage your child to:

* continue to apply phonic knowledge and skills they acquire at school – ask your child how they might segment a word and use sound buttons
* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (play word and sound hunting games)
* read known and high frequency words quickly (this could become a great game)
* read books aloud, not just their Oxford Reading Tree book, any book they are confident with
* reread these books to build up their fluency and confidence in word reading

***Reading At School and at Home – comprehension***

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through learners’ experience of high-quality discussion with the teacher and parent, as well as from reading and discussing a range of stories, poems and non-fiction. We encourage learners to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases learners’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds learners’ imagination and opens up a treasure house of wonder and joy for curious young minds.

Help and encourage your child 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, linking new meanings to known vocabulary
* 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:

* checking that the text makes sense to them as they read, and correcting inaccurate reading
* 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
* explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**TOP TIPS - *Questions to ask when discussing books***

The following are examples of questions that you could ask your child to support the following reading focuses:

**AF2 – Understand, describe, select and retrieve information.**

* Where does the story take place?
* Who are the key characters?
* Can you find words that describe the setting and characters?
* Can you retell the story?

**AF3 – Deduce, infer or interpret information**

* Who would you like to meet in the story? Why?
* What is your favourite part of the story? Why?
* What might happen next?
* What didn’t you like about the story?

**AF4 – Identify and comment on the structure and organisation (Non-Fiction)**

* Is there a contents page, index, and glossary? Where are they?
* Can you find any connectives? (*because, so, also*)
* What do the pictures tell us?
* Can you find any headings, subheadings?

**AF5 – explain and comment on the writer’s choice and use of language.**

* Can you find any adjectives, verbs or adverbs? Can you suggest any alternatives? (synonyms)
* Which part of the story best describes the setting?
* Are there any words you don’t know the meaning of?
* Why do you think the author chose the title they did? Can you think of any alternatives?

**AF6 – identify and comment on writer’s purpose and viewpoint**

* What makes this a good story?
* How does the story start? Why do you think it starts like that?
* Can you think of another story that is similar to this one?
* How would you improve the story?