

Year 2 Reading Guidance

Please find below the Year 2 Teacher Assessment Framework for Reading for your information.

Following this, I have explained a few of the areas further with some possible questions to deepen discussions about the books that you read at home.

At the end of the document, I have listed a few online resources which you may want to explore. These have a range of e-books, games and activities to help support the areas that should be covered in Year 2 reading.

As always, it is important that your child has a range of reading experiences. These should include.

- Your child reading a fiction book independently.
- Your child reading a non-fiction book independently.
- Sharing an age-appropriate book together.
- An adult reading to the child, to ensure that they are exposed to a wider range of vocabulary.
- You can also explore different types of texts together e.g. newspaper articles, magazines, menus etc.

Have fun exploring the joy of reading together!

Year 2 Teacher Assessment Framework for Reading

Working towards the expected standard

- read accurately by segmenting and blending the letter sounds.
- read accurately some words of two or more syllables.
- read many common exception words.

In a book closely matched to their phonics level, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

- read accurately most words of two or more syllables
- read most words containing common suffixes - ness, ly, ful etc.
- read most common exception words.

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Common exception words

| Year 1 and 2 Common Exception Words | | | | | | |
|-------------------------------------|-------|--------|----------|-----------|---------|-----------|
| Year 1 | | | Year 2 | | | |
| the | they | one | door | gold | plant | clothes |
| a | be | once | floor | hold | path | busy |
| do | he | ask | poor | told | bath | people |
| to | me | friend | because | every | hour | water |
| today | she | school | find | great | move | again |
| of | we | put | kind | break | prove | half |
| said | no | push | mind | steak | improve | money |
| says | go | pull | behind | pretty | sure | Mr |
| are | so | full | child | beautiful | sugar | Mrs |
| were | by | house | children | after | eye | parents |
| was | my | our | wild | fast | could | Christmas |
| is | here | | climb | last | should | everybody |
| his | there | | most | past | would | even |
| has | where | | only | father | who | |
| I | love | | both | class | whole | |
| you | come | | old | grass | any | |
| your | some | | cold | pass | many | |

Vocabulary - Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

Can you also find a noun/adjective/verb/adverb in this sentence?

Noun - 'a naming word' - e.g. table, cat, chair, helmet, phone, cup, girl, teacher, man

Adjective - 'a describing word' - and adjective describes a noun - e.g. the **cute** cat

Verb - 'a doing word' - a word to say what a noun is doing - e.g. The boy is **jumping**.

Adverb - an adverb is used to describe a verb - e.g. The athlete is running **quickly**.

A sentence must have a noun and a verb.

Inference - use the clues from the text to answer questions and infer.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

Prediction - Predict what might happen next based on the information that you have read so far.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Explain - explain your thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

Retrieve - identify and explain facts and features found in fiction and non-fiction texts e.g. characters, events, titles and other information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Sequence - Sequence key events in a story by putting them in order.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Please find below some websites to explore with games and activities to promote reading and reading skills at home.

Phonics Play www.phonicsplay.co.uk

Username: march20 Password: home

Roy the Zebra games <https://www.roythezebra.com/reading-games.html>

KS1 English BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>

Oxford Owl: sign up for some free e-books

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Twinkl www.twinkl.co.uk/offer

Free Access Code: PARENTSTWINKLHELPS

Scholastic <https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html>