**Year 2**

Reading with your Child

Parent Advice Booklet

**National Curriculum Expectations**

By Year 2, children should have developed pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. Whilst in Year 2, they must add on to this by learning about cause and effect in both narrative an non-fiction texts, e.g. what has prompted a character’s behaviour in a story, or why certain dates are commemorated annually. This skill requires deep thinking and it is easier for some children than others.

**What this means for parents**

In everyday life, model explaining why you have made the decisions you have made e.g. I’m going to leave that there so I remember it later.

Continue to model clear reading with fluency and expression.

Share your opinions about a book and explain why you think that.

Discuss reasonable national events and why they are celebrated annually.

Explain why people react the way they do within social situations.

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| **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 become embedded and is fluent.  | Can you sound it out? Which sounds do you know?  |
| Read familiar words quickly without needing to sound them out.  | I bet you can 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 could we break it down into smaller chunks?  |
| Retell a story, referring to most of the key events and characters.  | I’ve forgotten… what happens in the 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 …?  |
| Describe 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 some 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 we 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 Twinkle Twinkle Little Star?  |
| 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?  |

**SATs Content Domain Coverage**

In the KS1 English Reading Tests, your child’s understanding of reading is tested through five different strands, known as ‘content domains’. Getting your child used to answering questions from each of these domains prepares them for their SATs reading assessment at the end of Year 2. Asking a few of these sample questions per night will build your child’s experience.

**Content Domain 1a:**

**Draw on knowledge and vocabulary to understand texts.**

What does this word/sentence tell you about….(fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you…/shows you…/backs up what you have said about…?

Why did the author use the word….to describe…?

How does this word/description make you feel?

**Content Domain 1b**

**Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.**

When/where is this story poem set?

Is this character good or bad? How can you tell?

Is there a dilemma in the story? What is it? How is the dilemma resolved?

Find your favourite description of the …?

**Content Domain 1c**

**Identify and explain the sequence of events in texts.**

How/where does the story/poem/non-fiction text start?

Which character do we meet first?

What is the first/second/last step in these instructions?

Put these sentences in the order that they happened.

**Content Domain 1c**

**Make inferences from the text**

What do you think … is saying/thinking/feeling at this point? Why?

What do you think they author meant when…?

Why does the author use the word … here?

How do you think the author feels about ….? Find words to back this up.

**Content Domain 1d**

**Predict what might happen on the basis of what has been read so far**

What do you think will happen next?

Where do you think … will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end in the same way?