Reading with your Y2 child



Parent Information Booklet

Introduction

First and foremost, we want to promote the **love of reading**. There is strong evidence linking reading for pleasure and educational outcomes. We all know that academic attainment is important, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life.

Research has found that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of stress and depression, and improved well-being. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, helps us understand and share our feelings, and gives us an insight into the world view of others. So how do you get your child to switch off the TV or put down the games console remote and pick up a book instead? This information leaflet provides you with advice on what reading is; benefits of reading for children; national curriculum expectations; how parents can support **reading for pleasure** at home and help children to achieve well in their KS1 Reading SATs.

What is Reading?

Reading is the ability to make meaning from print.

The process of reading includes:

- Word recognition: Ability to identify the written symbols/text in print.
- Comprehension: To understand the printed words and grasp the knowledge of the information.
- Fluency: Synchronising word recognition and comprehension to make reading accurate and automatic.

Benefits of Reading for Children

1. Improves functioning of the brain - Reading is the workout to keep your brain healthy.
2. Improves vocabulary - Reading books enriches word power, with knowledge of different ways of expression.
3. Improves theory of mind - Reading books help in boosting empathy in individuals toward others.
4. Improves knowledge - Reading books help increasing knowledge about different subjects.
5. Sharpens memory - Reading activates hippocampus area of the brain which is responsible for memory and learning abilities of an individual.

Research shows that young people who enjoy reading very much are three times more likely to read above the level expected for their age than young people who do not enjoy reading at all.

Source: National Literacy Trust

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. While in year 2, they must add to this learning about cause and effect in both narrative and non-fiction texts e.g. what has prompted a character's behavior in a story, or why certain dates are commemorated annually? This skill requires deep thinking and is easier for some children than others.

What This Means for Parents

* Reading at home with your child is so important. It helps them to develop their learning in lots of areas. If your child is still developing their phonic skills their teacher will probably send **two books** home - a **phonic decodable book** (linked to your child's phonic ability) and a **colour-banded book** to read and practice at home. You may not always have time to read the whole book but just a few pages a day can increase your child's confidence and get them into the routine of practising and applying their phonic knowledge. (For useful phonic tips you might want to read 'Reading with Your Year 1 Child and to find out more about RWI, the phonic programme we use in school, read 'Phonic Teaching and Learning at Coley Primary'.
* Once your child becomes a fluent word reader and they have learned all the sounds and letter combinations, they will be able to try to read any unfamiliar words. At this point, they will move onto **Accelerated Reader** (the computer based program the school uses to monitor reading practice and progress). You can find more information on AR in our 'Accelerated Reader Parent Information'.
* **Read every day for at least 20 minutes. Read everything out loud**.
* Encourage your child to read with **expression**. As you listen to them read, help them decode any unfamiliar words. If they get stuck, encourage them to keep going - don't insist on 100% reading accuracy as this can stop the enjoyment of the text.
* Your child's expression might sound stilted on their first reading. This is because they are focusing on word-reading skills. To keep your child hooked into the story, read it again with lots of expression. **Model clear reading with fluency and expression.** See yourself as a **co-reader** - taking part, offering support and promoting their reading in positive ways. Read to them and take turns with them in reading a section each of the text.
* Read texts to your child that they cannot yet read on their own yet, or texts by authors they might not choose themselves and allow them the chance to listen and ask questions. Reading to your child also helps them to understand how to use expression to bring stories to life, develop their own voice as readers and is also a great way of improving their vocabulary and their understanding of language.

* Read a range of different texts, a mix of fiction and non-fiction including poetry, newspapers and magazines articles, poems, leaflets of place you might visit, recipe books, food labels, instructions, fairy tales… the list is endless. Why not visit the library?
* Take turns in choosing the book. If your child wants to read a book from home that's fantastic. Reading and listening to the same book lets them see or hear words and phrases enough times to remember them, and also helps them to think again about the ideas in the book.
* In everyday life, model explaining why you have made the decisions you have made e.g. I'm going to leave that there so that I remember it later.
* Discuss reasonable national events and why they are celebrated annually.
* Explain why people react the way they do within social situations.
* Talk about books, stories, words and pictures. **Ask questions** about the story as you read it. The grid provides suggestions on things you could say to support your child's understanding followed by some top tips for whilst you read.

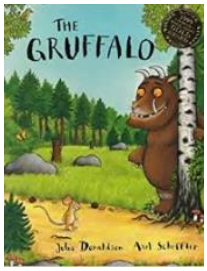
Y2 children are expected to:	**To support this, you could say/ask:**
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and is fluent	Can you sound it out? Which sounds do you know?
read familiar words quickly without needing to sound them out	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? e.g. helpless
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? Can you see any smaller words inside the word? teacher
retell a story, referring to most of the key events and characters	What happens in the story? What were the characters called? What happened before/after that?

Y2 children are expected to:	**To support this, you could say/ask:**
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/why not?
be aware that books are set in different times and places	Do you think this book was set while you were alive? What about while 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 sing… to me while we get ready for school? Could you teach your little sister the words to Twinkle, Twinkle, Little Star?
recognise key themes and ideas within a text	It seems like this story says you should 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?

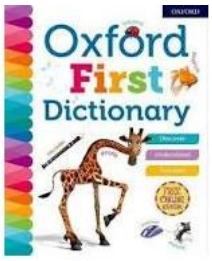
Top Tips - Helping Your Child Read



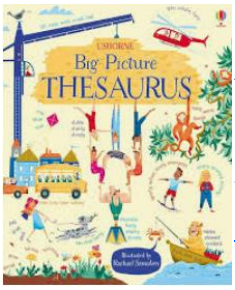
Ask questions
Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?



Use Pictures
Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?



Explore the Meaning of Words
Discuss the meaning of words. Support your child with using a dictionary to explore words and meanings. For an online dictionary suitable for Y2, visit https://kids.wordsmyth.net/we/



Alternative Words
Discuss alternative words e.g. Happy is a bit of a boring adjective, what could we use instead? Use a thesaurus together. For an online thesaurus suitable for Y2, visit http://wordcentral.com/



Make predictions
Make predictions and be able to justify them. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.



Setting
Discuss the setting of the story. Have you read another book with the same setting? What about in a similar time period? Is it set in the past, present or future? How do you know?



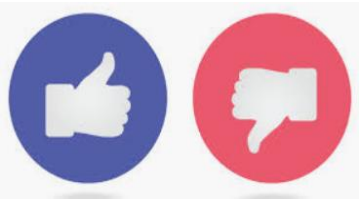
Learning something new
Have you learned anything whilst reading this book that you didn't know before? Pretend that you have learned a new fact and explain it.



Exploring ideas
Don't be afraid of exploring and discussing concepts that appear in the text, such as love, trust, betrayal, dishonesty, snobbery etc.



Phonics
Keep practising phonics. If your child gets stuck on a word, try phonics first. Get your child to say the letter sounds e.g. c, l, a, p and then blend together to hear the whole words (clap). This is called blending. If they are really stuck, then it is best to tell them the word.



It's my Opinion
When talking about books, ask your child for their opinions too. Let them tell you if (and why) they like/don't like a book. Part of growing as a reader is learning that it is okay not to like every book you read.

The most important thing is to make reading FUN.

Key Stage 1 Reading SATs
In May, your child will take their Key Stage 1 SATs. There are two papers in the Reading test, each worth 20 marks. Each may include fiction, non-fiction and poetry. Children answer comprehension questions to show their understanding of the texts. In KS1, your child's understanding of reading is tested through five strands known as 'content domains'. These are:
1a - draw on knowledge of vocabulary to understand texts
1b - identify/explain key aspects of fiction/non-fiction texts, such as characters, events, titles and information
1c - identify and explain the sequence of events in texts
1d - make inferences from the text
1e - predict what might happen on the basis of what has been read so far

In Paper 1, children are given a booklet that contains a selection of short texts to read (between 400 and 700 words). There are questions to answer at various points within each text with space for children to write their answers. The test lasts approximately 30 minutes.

In Paper 2, children are given a booklet of longer texts (between 800 and 1100 words) and questions in a separate answer booklet. The test lasts approximately 40 minutes.
Paper 2 is more challenging than Paper 1, but in each paper easier questions appear at the beginning and more difficult ones later on.

There will be a mixture of question types. In some, your child will need to choose an answer (selected responses). For others, they will need to write their own
answer (short and extended responses).
For more information on types of questions, visit Oxford Owls :
https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/ks1-sats/

Preparation for SATs
Getting your child used to answering questions from each of the content domains prepares them for their SATs reading test. Asking a few of these sample questions each night will build your child's experience.

1a	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?
1b	Where/when is the story/poem set? Is this character a good/bad character? How can you tell? Is there a dilemma in the story? What is it? How is the dilemma resolved? Find your favourite description of…
1c	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 into the order that they happened in.
1d	What do you think… is saying/thinking/feeling at this point? Why? What do you think the author meant when…? How do you think the author feels about…? Find words to back this up.
1e	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 the same way?

There are also some fun learning games and activities on the Oxford Owl Website - https://home.oxfordowl.co.uk/kids-activities/learning-activities-age-7/

Other Useful Websites
The School Run
https://www.theschoolrun.com/make-time-reading
Book Trust
https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/
Reading Rockets
https://www.readingrockets.org/atoz
Love Reading 4 Kids
https://www.lovereading4kids.co.uk

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