

Getting your child used to answering questions from each of these areas prepares them for their reading assessment at the end of Year 2. Asking a few of these sample questions every time you listen to them read will build your child's experience.

Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Inference Questions with Iggy

- What do you think... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Prediction Questions with Pip

- Where do you think... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might... say about that?



St Breock School

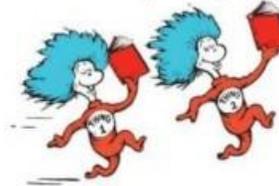


Year Two

Reading with Your Child

Parent Advice Booklet

The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.



Phonics

In Year Two, the children will continue to build on the phonics they learnt in FS2 and Year One, with the aim of reading words by sight, and not by having to sound them out. Over the course of the year, the focus will shift away from phonics and more time will be spent on their understanding of the text. Even if your child is confident with their phonics, it is still very important to ensure these skills are kept fresh. Please use the table of sounds and rhymes below to support your child.

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.			au	Paul the astronaut
r	Down the robot's back, then up and curl.			e-e	Go Pete and Steve
j	Down his body, curl and dot.			ie	Terrible tie
v	Down a wing, up a wing.			ue	Come to the rescue
y	Down a horn, up a horn and under the yak's head.			ck	Tick tock
w	Down, up, down, up the worm.			kn	Knock knock
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				

Reading Comprehension Skills

Your child's understanding of reading is checked through different questioning. The Reading Dogs below directly relate to the different question types:

Vocabulary Victor

Draws on knowledge of vocabulary to understand texts.



Rex Retriever

Identifies / explains key aspects of fiction and non-fiction texts, such as characters, events, titles and information.



Sequencing Suki

Identifies and explains the sequence of events in texts.



Inference Iggy

Makes inferences from the text.



Predicting Pip

Predicts what might happen on the basis of what has been read so far.



See example questions on the following page...

Reading Record Comments

Your child's Reading Record is an important tool for communicating on their reading progress between home and school. The comments you make in your child's reading record will also support me in gathering evidence towards your child's attainment in reading, so it is important that detailed comments are made. Listed below are some comments that may help you when writing in your child's reading record. The statements below are some examples and are a suggested guide, so please feel free to alter the wording and to personalise comments to best reflect your child's own reading experience.

- ___ used their phonics to sound out unfamiliar words accurately.
- ___ is recognising words quicker which is helping him/her read at a steady pace.
- ___ read over pages again, once all words were familiar to help build on reading pace and secure their understanding.
- ___ recognised the punctuation marks and correctly used the punctuation when reading to help express the meaning of the story.
- ___ self corrected inaccurate reading, showing good understanding.
- ___ was able to predict what they thought would happen next in the story. Great imagination!
- ___ enjoyed the story and was eager to tell me about their own experience of ____ .
- ___ really enjoyed this book. It reminded him/her of _____ , which is a book we have at home.
- ___ felt upset when the character could not find her Mum but was relieved when _____
- ___ was able to answer questions on how the characters were feeling.
- ___ was able to recall what he/she had read the previous day before continuing the story.
- ___ was able to tell me about his/her favourite part of the story and their least favourite.

Year Two 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 to this by learning about cause and effect in both narrative and 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 a deeper level of thinking.

Year 2 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and is fluent 	<ul style="list-style-type: none"> • Can you sound it out? • Which sounds do you know?
<ul style="list-style-type: none"> • read familiar words quickly without needing to sound them out 	<ul style="list-style-type: none"> • I bet you can find the word..... quicker than me.
<ul style="list-style-type: none"> • read words containing common suffixes 	<ul style="list-style-type: none"> • Can you put your finger on a word that ends in the suffix – less?
<ul style="list-style-type: none"> • self-correct when they have read a sentence incorrectly 	<ul style="list-style-type: none"> • Did that sentence make sense to you? Do you want to try it again?
<ul style="list-style-type: none"> • use a range of decoding strategies 	<ul style="list-style-type: none"> • How could we break it down into smaller chunks?
<ul style="list-style-type: none"> • retell a story, referring to most of the key events and characters 	<ul style="list-style-type: none"> • I've forgotten – what happens in that story again? • What were the characters called? • What happened after that?
<ul style="list-style-type: none"> • find the answer to questions in non-fiction, stories and poems 	<ul style="list-style-type: none"> • Which part of the text tells me about...? • Can you find...?

Year 2 children are expected to:	To support this, you could say:
<ul style="list-style-type: none"> decide how useful a non-fiction text is for a particular purpose 	<ul style="list-style-type: none"> If I wanted to learn about..., would this be useful? Why?
<ul style="list-style-type: none"> be aware that books are set in different times and places 	<ul style="list-style-type: none"> Do you think this book was set whilst you were alive? What about whilst I was alive? Why?
<ul style="list-style-type: none"> relate what they have read to their own experiences 	<ul style="list-style-type: none"> Do you remember when we went to... and saw...? This story reminds me of that.
<ul style="list-style-type: none"> continue to build up a repertoire of poems learnt by heart 	<ul style="list-style-type: none"> Could you teach your little brother the words to Twinkle, Twinkle Little Star?
<ul style="list-style-type: none"> recognise key themes and ideas within a text 	<ul style="list-style-type: none"> So, it seems like this story says you should always be honest. Do you know any other stories about honesty?
<ul style="list-style-type: none"> make simple inferences about thoughts and feelings of characters and reasons for their actions 	<ul style="list-style-type: none"> What do you think... is feeling now? What might they do next? What makes you say that?
<ul style="list-style-type: none"> decide how useful a non-fiction text is for a particular purpose 	<ul style="list-style-type: none"> If I wanted to learn about..., would this be useful? Why?

Simple Tips for Whilst You Read/They Read

- Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?
- Discuss the meaning of words. Support your child with using a dictionary to explore words and their meanings.
- Discuss alternative words. An example would be, 'Happy is a bit of a boring adjective, isn't it? What could we use instead?' Use a thesaurus.
- 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.
- 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?
- Have you learnt anything whilst reading this book that you didn't know before? Pretend that you have learnt a new fact and explain it.
- Don't be scared of exploring and discussing concepts that appear in the text, such as betrayal, dishonesty etc.
- Model reading with expression. Record your child reading a familiar book and play it back for them to listen to. Did they enjoy listening to their reading?