



Year 2

Reading in Year 2

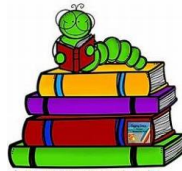
Reading is a skill we continue to develop throughout our lives, but starting this process as early as possible has significant benefits for our continued success as readers. This is why, as parents and carers, you play a vital role in supporting your child in becoming a fluent reader who is confidently able to apply their reading skills across all areas of their lives.

The teaching of reading and reading comprehension within the classroom is only part of a child's learning, and the value that is given to reading at home is equally important.

Research suggests that children who read regularly outside of school perform significantly better in school assessments and so your support at home is essential in ensuring that your child makes the progress they are capable of.

You can help your child to achieve their full potential by sharing their reading books with them, reading regular bedtime stories and by encouraging them to enjoy reading and sharing books together.

Reading widely through all of these approaches will help develop your child's vocabulary, which in turn will make them more confident when reading more challenging books. Giving your child a choice over what they read is an important factor in boosting their enthusiasm for reading and children are more likely to be interested in books they have selected for themselves.



Books

Each week your child will bring home a reading book that is linked to their reading level. Books will be changed on Fridays or when required. Ideally, we would want the children to have their reading book for a few days to practice reading and develop their fluency before changing. When your child has read, please record this in their reading record.

Your child may have a phased book linked to Little Wandle and their phonics ability or as they progress through their phonics journey, will begin to have more lengthy books that are colour banded. This will be when your child is more independent and has developed fluency whilst reading as well as prosody and comprehension.

Turquoise level books include words chosen for appropriateness and impact rather than decodability, with more extended descriptions. Paragraphs begin to develop and more unusual and challenging vocabulary is included.

How to support your child reading Turquoise level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.

- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.

Purple level books include an increased proportion of longer sentences, with a more challenging vocabulary. Some Purple books have short chapters to challenge and encourage reading stamina.

Purple level books include longer and more complex sentences with the inclusion of complex (i.e. 'when') and simple (i.e. 'and') connectives. Story features such as plot, character and setting are developed in more detail, and the text in the non-fiction books is presented in a variety of ways.

How to support your child reading Purple level books

Your child is now beginning to read with more independence and their books are getting longer. You can help them by:

- Encouraging them to read some pages silently, inside their heads.
- Listening to some pages read aloud, encouraging the use of expression and paying attention to punctuation marks.
- Talking about how events in the book relate to each other and helping your child to understand how the story builds up in a longer book.
- Asking them to tell you about interesting things they found out and showing you where the information is in the book.

Gold level books include more sophisticated and challenging vocabulary, including word play and the introduction of figurative language. Some Gold books have longer chapters for more sustained reading. Children reading at this level are confident independent readers who can tackle increasingly complex language, story structures and text layout.

How to support your child reading Gold level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

In White level books there is a more sophisticated use of narrative voice. Clauses in longer sentences are separated by commas to encourage developing intonation. Some books have longer chapters for more sustained reading.

The stories included at White level encourage children to empathise with the characters and consider why they behave as they do, and how they change during the course of the story. The non-fiction books are divided into sections that require more sustained reading and there is increased challenge in the layout of the information.

How to support your child reading White level books

Your child is now reading longer books with fewer illustrations, so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text. They may prefer to read one chapter or section at a time, rather than reading the whole book in one session. You can support them by:

- Asking them to read some pages of the book aloud to you so that you can enjoy hearing them reading with expression and pace.
- Asking them to find parts of the text which describe a character or place and talking about the words used in the description.
- Asking for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talking about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

Positive reading attitudes/ Activities and ideas

In the back of your child's reading book, there is a section on how to use the book which include Keywords, Prosody and Comprehension. This can be used to help your child to read the words and understand the text. Sounds (graphemes) and words featured in the book can be found in the front cover of the book. Before reading, go through these graphemes and words. This will help with your child's fluency when reading. The Prosody section is how you would read the text eg. with expression. Spend time modelling this with your child and allow them to copy. The comprehension section is understanding what has been read and answering questions.

As your child becomes more confident in reading and has developed prosody and comprehension, they will move from phased books onto coloured book bands. These books are more lengthy. See the section above on supporting your child with the colour book bands.

Please bring in your reading books and reading records every day. We like to read in class every morning. Record in the reading diary every time you have read so we know the books have been shared at home. Please date and sign this record. A comment on how your child has read will be most welcome. Ideas are in the next section.

Parental comment ideas for your child's reading record book

We have provided some example comments which may help you when writing in your child's reading record book to describe how your child has read to you at home.

To build a realistic picture and encourage your child appropriately, it is essential for both parent and teacher to have an open and honest dialogue and as such, it is important to record both positive and developmental comments.

- Showed a good understanding of the text by answering questions.
- Able to predict what happens next.
- Discussed the story.
- Read the book fluently
- Sounded out unfamiliar words carefully.
- Could retell the story in their own words.
- Needed some support with . . .
- Struggled to read unfamiliar words.



Reading for pleasure

We want to create and promote a love of reading. Reading for pleasure is a key indicator of a child's future success. When children learn to read at an early age, they have greater general knowledge and a wider range of vocabulary, their reading is more fluent, and they have improved attention spans

Set aside a special time – just a few minutes a day is enough to create a good reading habit.

Get caught reading yourself – show that reading for pleasure is not just for children.

Read to each other – if your child really doesn't want to read on their own, then read together. You read a page, then they read a page.

This link between reading for pleasure and increased reading comprehension has been observed through studies and research. According to Ofsted's research report, 'research indicates a positive correlation between pupils' engagement with reading and their attainment in reading.

Look at your recommended reads list. Can you read all the books on your list by the end of your year? These books have been selected to encourage your interest and love of reading.

Top Books to read in Year 2

- The Very Last Castle by Travis Jonker
- Fantastic Mr Fox by Roald Dahl
- The Gruffalo by Julia Donaldson
- Jack and The Beanstalk
- The Lighthouse Keeper's Lunch by David Armitage
- Superworm by Julia Donaldson
- The Boy Who Grew Dragons by Andy Shepherd

Your support with reading at home is essential and only by working together can we ensure your child achieves their potential as a reader.

Thank you for your continued support and happy reading!



Mrs Harris and the Year 2 Team