

A Parent Guide to Reading



Year 2

Introduction

At Fairfield, 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

There are multiple other benefits that reading can have on a child's development, including:

1. **Assisted cognitive development:** Cognitive development refers to how we perceive and think about our world in reference to our intelligence, reasoning, language development, and information processing. By reading to children, you provide them with a deep understanding about their world and fill their brains with background knowledge. They then use this acquired background knowledge to make sense of what they see, hear, and read, which aids their cognitive development.
2. **Developing empathy:** When we read a book, we put ourselves in the story in front of us. This allows us to develop empathy as we experience the lives of other characters and can identify with how they are feeling. Children can then use this understanding to empathise in the real world with other people. Additionally, children will gain a greater understanding of emotions, which can help them understand their own emotions and those of others. This helps dramatically with their social development.



3. **Gaining deeper understanding:** A book can take us anywhere- to another city, to a different country, or even to an alternative world! By reading a book, a child learns about people, places, and events that they couldn't learn otherwise. This gives children a deeper understanding of the world around them and cultures that are different from their own.
4. **Building stronger relationships:** If you, as a parent, read with your child on a regular basis, then you will undoubtedly develop a stronger relationship with them. Reading provides parents with an opportunity to have a regular and shared event that both parent and child can look forward to. Furthermore, it provides children with feelings of attention, love, and reassurance which is key for nurturing and wellbeing.
5. **Improved literary skills:** Reading aloud with young children, even if they can't fully understand what you are saying, gives them the skills they need for when they begin to read by themselves. It shows children that reading is something achieved by focusing from left to right and that turning pages is essential for continuing. Reading to children in even the earliest months of their lives can help with language acquisition and stimulating the part of the brain that processes language.
6. **More extensive vocabulary:** Hearing words spoken aloud can expose children to a range of new vocabulary and phrases that they may not have heard otherwise. By reading to your child daily, they'll learn new words every single day.
7. **Greater concentration.** Regular and consistent reading can help to improve a child's concentration abilities. Furthermore, it will help a child learn to sit still and listen for long periods of time, which will benefit them in their schooling.
8. **Higher levels of creativity and imagination.** Reading a book relies on us using our imagination for picturing characters, visualising their settings and environment, and guessing what's coming next. We must use our imagination if we are to learn about other people, places, events, and times. In turn, this developed imagination leads to greater creativity as children use the ideas in their heads to inform their work.

Finally, the more that a child is read to, and the more that they read themselves, the better they will become at it. Practice *really does* make perfect and, the more a child reads, the better their overall academic achievement and social skills, like empathy, will be.

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

Word Reading:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

What this means for Parents/Guardians

- Read every day for at least 10-15 minutes.
- Try to give your child access to plenty of texts on many different topics and encourage them to read a wide range of authors, who write in different styles.
- Encourage discussion with your child when pronouncing new words if their reasonable attempt doesn't sound right.
- Try to broaden the vocabulary you use when speaking with your child and be ready to clarify the meaning of a wider range of words- modelling them in sentences. <https://www.yourdictionary.com> is an excellent website for definitions, synonyms and seeing words in a sentence.

- Encourage children to sound out words using their Phonics knowledge if they are still learning to recognise Phonics sounds.
- Read difficult texts or texts by authors they might not choose themselves to your child 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 and develop their own voice as readers. Use audio books available from the library or Amazon Audible.
- Teach your child to use contents and index pages within reference books and non-fiction so that they can retrieve information, and frequently ask them to do so.
- Check their understanding of what they have read. Ask them some of the questions from the grid below.



To support this, you could say/ask:
Pick one main scene- why do you think the author mentioned something that your character did?
What do you remember about what happened in the previous chapter?
Tell me what you think is happening at the beginning of the text.
What motive did the main character have for behaving in the way they did?
What do you think might happen based on what we know already?
Can you think of a different word with the same meaning?
How do you think your character feels and why might they feel that way?
Why do you think the character said that? What do we know about them?
Can you think of another story with a similar theme?
Have we seen familiar characters in a different story?
Do you agree with the actions of the main character?
Have we read any stories like this before? How are they the same?
Can you tell me which words you liked and explain your reasons?
Which part of the text could be improved?
What kind of text is this and how can you tell? (e.g. poem)
Which phrases create particular images in your head?
Which part do you like the best and why?
How does the ending in the story compare with the ending in your previous story?
Could you predict what might have happened to your character using any clues the author gave?
If I read this part in a different voice, how does the meaning change?
How does the layout make the text look more interesting?

Year 2 Reading SATs:

- There are two papers in the KS1 Reading SATs.
- Paper 1, asks children to read around 600 words split over various texts.
- Paper 2 asks children to read around 900 words of text.
- In both papers, children will answer a series of questions based around matching, labelling, copy questions, open-ended questions, short answer questions and multiple choice.

If your child is re-taking their Phonics Screening Check, these websites are great for practising Phonics:

- Phonics Play- www.phonicsplay.co.uk
This website is full of exciting games to consolidate children's blending and segmenting skills. Games are split into different phases, so that children are working at appropriate levels.
- Mr Thorne does Phonics- www.mrthorne.com
Mr Thorne has lots of videos available to watch on YouTube. He teaches children different Phonics sounds with Geraldine the giraffe.
- Teach Your Monster to Read- www.teachyourmonstertoread.com
This website has lots of fun games which help to consolidate children's knowledge of grapheme-phoneme correspondences.

Meet the Reading Team

These are the staff in school who oversee the reading provision.



Miss R Edminson



Mrs J Wadsworth



Mrs L Barrow



Mrs C Studholme



Mrs T Barrientos

If you need any further support, please don't hesitate to contact your child's Classteacher or a member of our reading team.