

# Reading with your child at home

Parent Advice  
Booklet

## Year 2



The Meadows  
Primary Academy

## **Year 2 National Curriculum Expectations – How Parents can help:**

<b>Year 2 children are expected to:</b>	<b>To support this, you could say:</b>
<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and is fluent</li> </ul>	<p>Can you sound it out?</p> <p>Which sounds do you know?</p>
<ul style="list-style-type: none"> <li>Read familiar words quickly without needing to sound them out</li> </ul>	<p>I bet you can find the word ..... quicker than me.</p>
<ul style="list-style-type: none"> <li>Read words containing common suffixes</li> </ul>	<p>Can you put your finger on a word that ends in the suffix –less?</p>
<ul style="list-style-type: none"> <li>Self-correct when they have read a sentence incorrectly</li> </ul>	<p>Did that sentence make sense to you? Do you want to try it again?</p>
<ul style="list-style-type: none"> <li>Use a range of decoding strategies</li> </ul>	<p>How could we break it down into smaller chunks?</p>
<ul style="list-style-type: none"> <li>Retell a story, referring to most of the key events and characters</li> </ul>	<p>I've forgotten - what happens in that story again?</p> <p>What were the characters called?</p> <p>What happened after that?</p>
<ul style="list-style-type: none"> <li>Find the answer to questions in non-fiction, stories and poems</li> </ul>	<p>Which part of the text tells me about...?</p> <p>Can you find...?</p>
<ul style="list-style-type: none"> <li>Decide how useful a non-fiction text is for a particular purpose</li> </ul>	<p>If I wanted to learn about ..., would this be useful? Why?</p>
<ul style="list-style-type: none"> <li>Be aware that books are set in different times and places</li> </ul>	<p>Do you think this book was set whilst you were alive? What about whilst I was alive? Why?</p>
<ul style="list-style-type: none"> <li>Relate what they have read to their own experiences</li> </ul>	<p>Do you remember when we went to ... and saw ...? This story reminds me of that.</p>
<ul style="list-style-type: none"> <li>Continue to build up a repertoire of poems learnt by heart</li> </ul>	<p>Could you teach your little brother the words to Twinkle, Twinkle Little Star?</p>
<ul style="list-style-type: none"> <li>Recognise key themes and ideas within a text</li> </ul>	<p>So, it seems like this story says you should always be honest. Do you know any other stories about honesty?</p>
<ul style="list-style-type: none"> <li>Make simple inferences about thoughts and feelings of characters and reasons for their actions</li> </ul>	<p>What do you think ... is feeling now?</p> <p>What might they do next? What makes</p>

### Simple Tips for Reading with Your Child

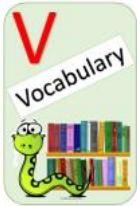
- Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?
- Discuss the meaning of words. Support your child with using a dictionary to explore words and their meanings.
- Discuss alternative words. An example would be, '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, snobbery, etc.



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 deep thinking and is easier for some children than others. Children will be moving off our Read Write Inc programme and participating in VIPERS lessons.

## Preparing your child for Year 2 SATs- VIPERS

Getting your child used to answering questions from each of these 'VIPER' skills 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.



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...



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



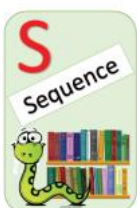
Where do you think...will go next?  
What do you think...will say/do next?  
What do you think this book will be about? Why?  
How do you think that this will end? Why?  
Who do you think has done it?



What does this... word/phrase/sentence... tell you about... character/setting/mood etc?  
How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?  
What is similar/different about two characters?  
Describe different characters' reactions to the same event in a story.



Who is/are the main character(s)?  
When/where is the 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...



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?



By the end of year 2, children are expected to be able to read and spell these common exception words. Your child will receive these on 'spelling challenge cards.' Practise them and when your child is ready to be tested, cut the slip from the bottom and send the slip into school. Your child will then receive the next challenge card to read and spell.

after	eye	only
again	fast	parents
any	father	pass
bath	find	past
beautiful	floor	path
because	gold	people
behind	grass	plant
both	great	pretty
break	half	prove
busy	hold	should
child	hour	steak
children	improve	sugar
Christmas	kind	sure
class	last	told
clothes	many	water
could	mind	whole
cold	most	who
door	move	wild
even	Mr	would
every	Mrs	
everybody	old	



## Spelling Challenge



**BRONZE**

Spelling Challenge -Level 1  
I'm Ready... Test me!



**SILVER**

Spelling Challenge -Level 1  
I'm Ready... Test me!



**GOLD**

Spelling Challenge -Level 1  
I'm Ready... Test me!

### Recommended Books to read:

You will find more at: [Books for Year 2 children aged 6-7 | School Reading List](#)

