



Reading with Your Year 2 Child

Parent Advice Booklet

Share your opinions about book and explain why you think that.

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.'

Continue to model clear reading with fluency and expression.

Discuss reasonable national events and why they are celebrated annually .

Explain why people react the way they do within social situations.

Crossways recommends:

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.



Year 2 expectations with supporting questions

Year 2 children are expected to:	To support this, you could say:
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 phonemes do you know?
read familiar words quickly without needing to sound them out	I bet you can 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?
self-correct when they have read a sentence incorrectly	Did that sentence make sense to you? Shall we try it again?
use a range of decoding strategies	How could we break it down into smaller chunks?
retell a story, referring to most of the key events and characters	I've forgotten – what happens in that story again? What were the characters called? What happened after that?
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?
be aware that books are set in different times and places	Do you think this book was set whilst you were alive? What about whilst 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 teach your little brother the words to Twinkle, Twinkle Little Star?
recognise key themes and ideas within a text	So, it seems like this story says you should always 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?

Further example questions to encourage your child's comprehension and their understanding of cause and effect:

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?

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?

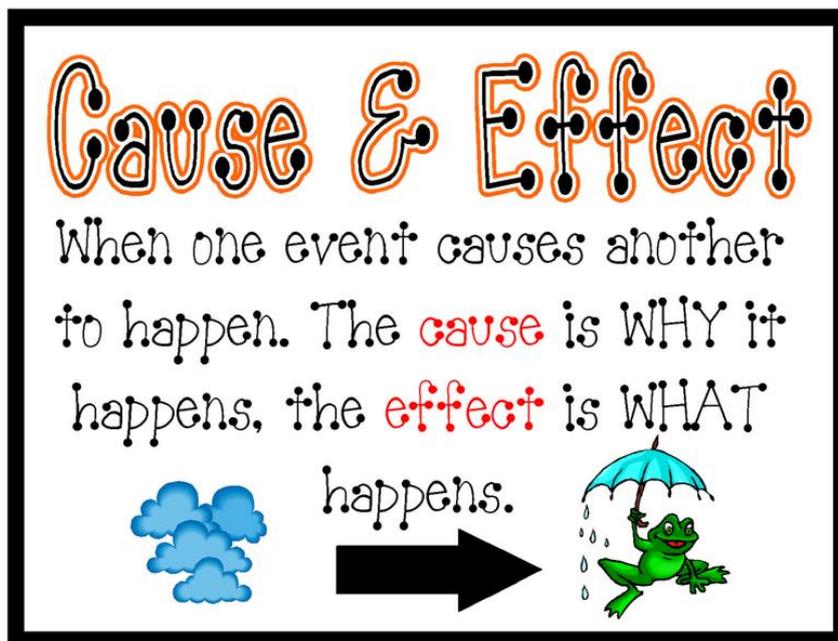
Find your favourite description of the...

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.



Reading Scheme Books at Crossways

Parent Information Guide

Reading underpins the whole curriculum throughout the Early Years and the Primary Phase, therefore reading fluently with good comprehension is essential as all curriculum subjects rely on this.

Children learn to read by using their knowledge of challenge words, sight vocabulary and phonics. Children need to know all taught phonemes to access words in particular book bands. After these skills are learnt, children begin to pick up fluency, new vocabulary and apply comprehension to increase their reading ability. Fluency is the ability to read aloud with natural rhythm and expression, recognising or decoding words accurately whilst constructing meaning.

Book banding allows children to select texts from a gradient of challenge. At Crossways through the use of the PM benchmarking assessment, teachers have thoroughly assessed your child's reading accuracy which is matched to their retelling and comprehension skills.

The questions are progressive and go from literal comprehension, inferential comprehension, applied knowledge questioning and vocabulary questions.

LILAC
PINK
RED
YELLOW
BLUE
GREEN
ORANGE
TURQUOISE
PURPLE
GOLD
WHITE
LIME
BROWN
GREY
DARK BLUE
RUBY / DARK RED
BLACK
BLACK with WHITE plus