



Horwich Parish School

Reading in Year Two



At Horwich Parish we aim to nurture a love of reading in order that children become life-long readers. To achieve this, we teach the children to read with fluency, expression and understanding.

Approaches to Reading



At School

Pupils read with the teacher in a guided reading session each week. They may also read as a whole class or within groups. Teachers focus on the targets outlined below at the appropriate reading level. Additional adults may read with pupils to support fluency, and decoding skills. A range of resources, including short texts, are used during these sessions, to facilitate the teaching of skills specified by the National Curriculum. All books are book banded to ensure the level of book is appropriate.



At Home

We encourage parents and carers to read as much as possible with their child, encouraging a variety of text types. Children are encouraged to join the local library. Pupils are also provided with a "free reader" book to take home in order to widen their reading repertoire. Pupils will be provided with comprehension tasks to develop key skills. Teachers record how children respond to each task as part of an on-going assessment of pupils as 'readers.' At the end of Year Two, pupils will complete two comprehension tests (Sats) requiring pupil to be fluent and able to complete questions using the skills outlined below.

Phonics

Each day children participate in a 20 minute phonics session. The children learn the 40+ phonemes (sounds) and the corresponding graphemes (letters or groups of letters for those sounds). We expect the children to apply this knowledge to their reading and writing. Children requiring additional support may be provided with a short term intervention to bridge the gap. At the end of year one the children complete a phonic screening check and results are reported to the local authority. The school follow the TES phonics and Letters and Sounds scheme as a basis to plan and teach all phonic lessons.

Reading targets

Targets are placed in the pupils' reading journals and are highlighted by the teacher to indicate coverage and achievement. Parents are encouraged to support pupils by working on similar targets at home.

Word Reading

I can decode automatically and fluently.
I can blend sounds in words that contain the graphemes we have learnt.
I can recognise and read alternative sounds for graphemes. ai a-e ay
I can read accurately words of two or more syllables
I can read words with common suffixes -ful, -ment, -ly -ed
I can read common exception words.(see list)
I read most words quickly and accurately when I have read them before without sounding out and blending.

Comprehension

I can talk about and give an opinion on a range of texts
I can discuss the sequence of events in books and how they relate to each other.
I use prior knowledge, including context and vocabulary, to understand texts.
I can retell stories, including fairy stories and traditional tales.
I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
I can find repeating language in stories and poems.
I can talk about my favourite words and phrases in stories and poems
I can recite some poems by heart, with appropriate intonation.
I can answer and ask questions about the text.
I can make predictions based on what I have read.
I can draw (*simple*) inferences from illustrations, events, and characters

Here are examples of the types of questions you may wish to ask your child to develop their skills as a reader.

Drawing on knowledge of vocabulary to understand texts.

What word in the text tells you...?
Find and copy one word that tells you...
What does the word___ mean?
What does the word___ mean in this sentence (homonyms)?
Find and copy a word that describes how...
Find and copy a word that means the same as...
Draw a line to match the words to their meanings.

Identify and explain key aspects of texts such as characters, events, titles and information (retrieval).

Which...?
What...?
How...?
Where...?
When...?
Why...?
Who...?
Identify two ways...
Draw a line to match these characters to events.
Give two reasons why...
Give one example of...
Which character...?

Identify and explain the sequences of events in texts.

Number the sentences below to show the order they happened in the story... report...poem...
What happened after?
What happened before?
Which of these events happened first?
Which of these events happened last?

Make inferences from the text.

Why do you think...?
Which do you think...?
How do you know...?
When do you think...?
How can you tell
Put ticks in the box to show which sentences or statements are true or false.
What impression do you get of the feelings of this character from the text?
Why did...?
What evidence is there that...?
What is this character's attitude towards...?

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

What do you think will happen next?
Where do you think...?
What do you think would happen if...?