Reading in Year 2

Curriculum Workshop Feb 23

What is expected?

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate[1] books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2]
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

What is expected?

- Children need to read words with the suffixes

  –ing, -ed, -er, -est

- Common exception words

Year 2

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

twinkl

Answer questions and make some inferences…

- Children need to be able to answer questions by finding information and clues in the text

- It's not a memory test, they need to prove it by finding it in the text

- VIPERS…

KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word ………. mean in this sentence?
- Find and copy a word which means ……….
- What does this word or phrase tell you about ………?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ………. is repeated in this section?

KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was……. feeling……..?
- Why did …………. happen?
- Why did ………. say ……….?
- Can you explain why……….?
- What do you think the author intended when they said……….?
- How does ………. make you feel?

I know this because…

KS1 Reading Vipers

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

I know this because…

KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

because…

KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did .... happen?
- How did ....?
- How many.....?
- What happened to......?

Find it, prove it

KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after ....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

What is expected?

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences

- make a plausible prediction about what might happen on the basis of what has been read so far

- make links between the book they are reading and other books they have read.

Greater Depth

- Reading a broad range of texts will really help-the more they read, the more knowledge they have of books and it will be easier to make links

- Prediction- really looking for clues as to what might happen

- Making predictions from cover and blurb

- Making predictions as you go through a book

KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was……. feeling……..?
- Why did ………… happen?
- Why did ………. say ……….?
- Can you explain why……….?
- What do you think the author intended when they said……….?
- How does ………. make you feel?

I know this because…