

READING IN YEAR 2

Curriculum Workshop Jan'24

HEARING YOUR CHILD READ

Before reading

Read, Write, Inc Phonics (story/ non-fiction) books (EYFS/ Y1 / Y2)

Ask the child to read the title

Ask the child to read the story green words (this will mean special friends, Fred talk, read the word in many cases)

You may need to hide a suffix, multi-syllable or second part of a compound word e.g. shoelace

Ask the child to read the red word (if they don't know it, read this to the child and then come back to it)

You might pick out a tricky vocabulary word or explain these through the story (if needed)

HEARING YOUR CHILD READ

During and after reading

As the child reads, prompt them to begin the sentence again if they have used 'Fred talk' – back to the start of the sentence

Once read, ask a VIPERS question or ask the child retell the story using the pictures. You might want to make up your own question as parents will also ask these at home

From grey RWI books, there are questions for the children to read and find the answer

Where questions e.g. a prediction would benefit from a reason, ask them why – encouraging use of the text/ story to inform their reasoning

HEARING YOUR CHILD READ

Turquoise/Purple/ Gold/ White/ Lime/ Brown – ORT (beyond phonics, usually Y2)

Ask the child to read the title

Read the cover blurb to the child and ask a question from the ‘before reading’ section

Ask the child to read the ‘more challenging’ or the ‘tricky’ words before beginning (many of these they will be able to ‘Fred talk’ if not able to sight read or have a ‘best bet’)

These books are longer and so a chapter or few pages will be enough

The children may ‘Fred talk’/ ‘read the word’ and need to go back to the start but this should be much less than in the RWI scheme

Ask VIPERS questions, using questions in the book (at the back) or your own; encourage children to find the answer in the text and where need, to give a reason for their answer

Please note these books are longer – children will need to know the chapter they are on and will not keep re-reading from the start as in RWI books

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-appropriate¹ 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 words²
- 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	



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...

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence



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?



How is yarn used?

Yarn is made into things by knitting or weaving.

We use the yarn to knit things such as soft and warm clothes, from big, chunky jumpers to cosy, little mittens.

We also weave yarn on machines to make it into material for blankets, rugs or carpets. You can weave patterns into the material ...big, chunky...



knitting



Chunky means the same as...

Tick **one**.

colourful.

☐

light.

☐

thick.

☐

long.

☐

1 mark

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...

Anna walked out into her new garden. It was a pretty, little garden with thick, green grass. Anna saw empty flowerbeds where she thought she'd like to plant some seeds. She looked at the end of the garden and wondered if there might be room for a pond.

In the middle of the garden, Anna noticed a tree and thought Fluffy would love it. He'd clamber to the top and sleep in the leafy branches.

Why might Anna's cat like the garden?

Write **one** reason.



1 mark

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

When she came back, the palace had gone. Her bedroom was tidy. Molly didn't understand. "It's magic," thought Molly.

What did Molly think was *magic*?



1 mark

Molly thought that something with many arms had been in the garden.

Why?

Her race track had been...

Tick **one**.

eaten up.

☐

dropped.

☐

picked up.

☐

broken.

☐

But she was too busy hopping around her race track. Then Molly went for tea, and she still hadn't tidied up.

When she came back, her race track had disappeared.

"Something with a lot of arms is tidying up," thought Molly.



1 mark

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?



Look at the section about **apple juice**.

Number the sentences below from 1 to 4 to show the order they happen.

The first one has been done for you.

The machines cut down the apples.

The apples are washed and cleaned.

The fruit grows from apple buds.

The juice is poured into cartons.



1 mark

WHAT IS EXPECTED?

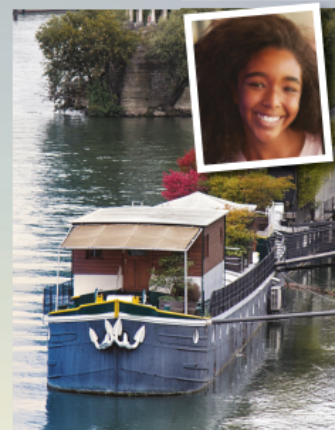
Working at greater depth within the expected standard

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.

Houses Around the World

All over the world, people live in different kinds of houses. Houses can be made from lots of materials and be found in all sorts of unexpected places!



My name is Sara and I live on a houseboat in a country called France. Living on a boat means that my house can move and my family can travel to lots of interesting places.

My boat has everything you need, just like a house on land! We even have a special machine that gives us electricity but it can sometimes run out. I have to be careful about how much time I spend having a shower or watching television because they both use electricity.

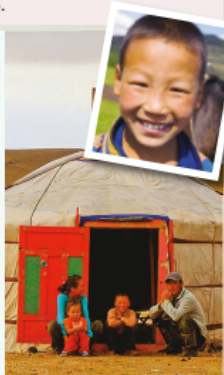
My favourite part of living on a houseboat is that I am able to see lots of different wildlife. Watching a family of otters while eating breakfast is not something everyone is lucky enough to do.

My name is Bora and I live in a country called Mongolia in a house called a ger.

A ger is a round tent that can be moved from place to place. We keep animals that need to move to different places to eat. Because we have to go with the animals, our house has to be able to move too. Our ger is made of wooden poles in a special pattern called a lattice.

Gers have one room and a hole in the middle of the roof. This lets in fresh air and sunlight. Gers are covered with special fabric to help keep out the wind and rain.

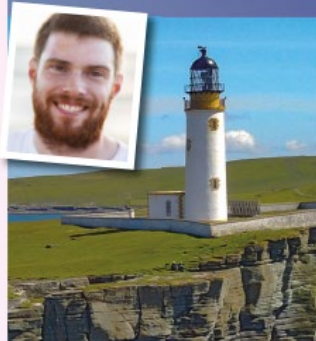
Some gers, like mine, have solar panels, which turn sunlight into electricity. This means we can charge our phones wherever we go!



My name is Tom and I live in a lighthouse in Scotland. My house is built high up on a cliff at the edge of the sea.

Living by the water in a tall lighthouse gives me the chance to see some amazing views. On sunny days, I will climb to the top of the lighthouse to look out across the sea. There are nearly 100 steps in total so it is harder than it sounds. Sometimes, the weather is not good and I can't see much from my lighthouse.

During heavy storms, it can be hard for me to get out and about, so I always have to have lots of food and water ready in case I can't get to the shop for weeks! Luckily, there is plenty of room in a lighthouse to store all the extra supplies.



In a Minute

Mum was busy baking.

"It looks like rain," she said. "Please can you bring in the washing, Rory?"

"In a minute, Mum..." Rory said. He was busy eating a snack.

Fifteen minutes later, it started raining. The clothes on the line were soaked.

"Oh, Rory!" said Mum.

Dad was working in the garage.

"Please can you go and get my newspaper, Rory?"

"In a minute..." Rory said.

He was busy playing.

Half an hour later, Rory went to the shop – but it had closed!

"Oh, Rory," grumbled Dad.



On the way to school, Rory stopped to look in a toy shop window.

"Come on," said his friend, Terry. "We'll be late!"

"In a minute..." Rory said. He was busy looking at the toys.

The teacher told them off for being late.

"It's your fault, Rory," mumbled Terry.



Everybody was fed up with Rory.

"He never does things on time,"

said Dad.

"And he's always late," said Mum.

"He's impossible!" agreed Terry.

They decided something had to be done...

Paper 2

Rory was hungry after playing football all afternoon.

"Can you make me a sandwich, Dad?" he asked.

"In a minute..." Dad said. He carried on watching TV.

Rory wanted to go for a bike ride with his friends, but his bike had a flat tyre.

"Can you fix it, Mum?" asked Rory.

"In a minute..." Mum said. She carried on reading her newspaper. Rory sulked when his friends left without him.

"Everyone keeps making me wait!" Rory cried.

"Now you know how it feels," said Mum.



Mum thought it would help to buy Rory a watch. Rory watched as the second hand ticked its way around.

"A minute's not long at all!" said Rory. "I'm sorry, I didn't realise I was taking so long."

"Will you show me your new watch?" asked Terry.

"In a min—" began Rory, but then he stopped.

"Oh, okay," he grinned.

7

...you are not disturbed by any outside noise, so you will definitely have a good night's sleep!

(page 5)

In this sentence, the word *disturbed* means the same as...

Tick **one**.

woken up.

☐

refreshed.

☐

calmed down.

☐

confused.

☐
☐

1 mark

8

Put ticks in the table to show which sentences are **true** and which are **false**.

(pages 4–5)

	True	False
Sara has everything she needs in her house.		
Bora's house has a hole in the roof to let sunlight in.		
There is lots of room in Tom's house.		
Ella's underground house does not have the internet.		

☐

2 marks

Paper 2

(page 7)

15

Why did Rory grin at the end of the story?

Tick **one**.

He realised his mistake.

☐

He was happy that everyone had waited.

☐

He was looking forward to his bike ride.

☐

He loved his new watch.

☐
☐

1 mark

(pages 6–7)

16

Next time Rory's dad asks him for help, what might Rory do?

☐

1 mark

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