



Year 2 Reading



- ❖ Try to read with your child every day - it doesn't matter what e.g. books, backs of cereal packets, magazines, birthday cards, instructions etc. Longer books, with paragraphs, are useful to allow children to revisit and explain what has happened previously in the story before continuing.
- ❖ Children should be able to read most words accurately without overt sounding out and should be able to sound out and blend unfamiliar words without too much hesitation. If there are specific, common words that you have noticed your child struggles with, try making flashcards to practise recognising these words (you could stick them around the house and find different opportunities for children to read them).
- ❖ Children should be encouraged to read aloud with expression and correct intonation, pausing appropriately in response to punctuation (commas, full stops, question marks and exclamation marks).
- ❖ By the end of Year 2, children should be able to check that what they have read makes sense to them, explain what they have read so far and ask questions and make some inferences about the text. In order to support this, questioning is key. Try asking your children questions about the story as you are reading (e.g. How is the main character feeling? Why did that happen?) as well as evaluative questions at the end of a section (e.g. Do you have any favourite words or phrases from the book? Why those? Would you read more stories by the same author? Would you recommend the story to a friend? Why/why not?).
- ❖ In age appropriate books, children should be able to understand most of the vocabulary used. If there are unknown words, children should be encouraged to use the clues from the story to make a suggestion for what the word means. Children could also use a dictionary/internet to look the word up to further clarify meaning.
- ❖ It is still important to read to your child, to embed a love of story and model expressive storytelling. Bedtime stories can be an important tool to support routine as well as introduce and expose children to a higher level of vocabulary than might be in their reading books.