

Reading in Year 2



Reading is the key...



...to learning

At Prior Heath our aim is to make reading an enjoyable, lifelong experience for all our children.



“Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.”

National Literacy Trust 2012



“Children who are supported in their reading at home are more likely to enjoy reading and tend to achieve more highly.”

- Clarke C and Rumbold K (2006)

Reading for pleasure research

Christina Clark & Kate Rumbold, November 2006

- the Rose Review placed phonics firmly within a language-rich framework that fosters positive attitudes towards reading and a love of books
- **Parents** and the home environment **are essential** to the early teaching of reading and the fostering of a love of reading.
- Research has also repeatedly shown that **parental involvement** in their child's literacy practices is a **more powerful force** than other family background variables, such as social class, family size and level of parental education.

Aims

- To highlight the importance of reading comprehension
- To explain how to use questioning to develop comprehension skills
- To explain how we assess reading
- To offer suggestions how to engage children with reading
- To share some Year 2 Reading assessment papers
- To give you opportunities to ask questions

Reading

There are two skills being developed during reading sessions...

- Decoding skills
- **Comprehension skills** (reading and listening)
- In Year 2 the greater emphasis in our guided reading sessions is comprehension



Comprehension involves...

- Understanding what they have read
- Answering literal questions
- Answering implied or inferential questions
- Understanding why an author chose a particular word, phrase, setting or character
- Understanding vocabulary
- Describing the difference between text types
- Talking about how and why pages are set out in a particular way

The ability to decode does not always correlate with comprehension skills

- Children who are still developing their fluency and decoding skills can have stronger comprehension skills than fluent readers



Decoding vs. Comprehension

- ❖ Taking note of punctuation in order to support the use of grammar and oral language rhythms
- ❖ Showing fluency and confidence whilst re-reading familiar texts
- ❖ Blending and reading simple words containing adjacent consonants (e.g. stop, best)
- ❖ Identifying the parts of simple two-syllable words (e.g. into, outside)
- ❖ Using analogy (similarity) to read unknown words (e.g. look, took/would, should)
- ❖ Discussing the character, plot and events in stories
- ❖ Identifying some of the features of non-fiction texts (e.g. non-fiction texts can be written in different ways,)
- ❖ Discussing the relationships between one text and others (e.g. common themes)

Red text = decoding skills

Purple text = comprehension skills

Decoding vs. Comprehension

- ❖ Reading accurately by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes
- ❖ Reading accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)
- ❖ Checking that the text makes sense to them as they read and correcting inaccurate reading
- ❖ Becoming increasingly familiar with and able to retell a wider range of stories, fairy stories and traditional tales
- ❖ Locating key vocabulary and specific information in fiction text to find answers to simple questions
- ❖ Locating and interpreting information in non-fiction, making full use of non-fiction layout (e.g. contents, index and headings)
- ❖ Demonstrating understanding by sequencing events in books
- ❖ Identifying and discussing the format and text layout of fiction and poetry
- ❖ Identifying words and phrases chosen for effect on the reader
- ❖ Discussing their favourite words and phrases
- ❖ Understanding the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)
- ❖ Identifying an event or idea in a text and express how it makes the reader feel
- ❖ Showing some awareness of texts being set in different times and places

Red text = decoding skills

Purple text = comprehension skills

Using questioning to develop comprehension skills

Literal

- What did the cat try to catch?
- Where were the twins going?
- How many children were playing in the garden?

Inferred (unspoken)

- How do you know the cat was hungry?
- Why do you think the fox went out at night to hunt?
- Why do you think there was a sign by the pond saying "no swimming"?
- Explain why it is important for all members of a team to cooperate.
- How do you think a goal keeper can help his team?

Using pictures to develop inference skills

What time do you think it is?

How do you know?

Whose room is this?

What makes you think that?

What do you think happened five minutes before?



Using pictures to develop inference skills

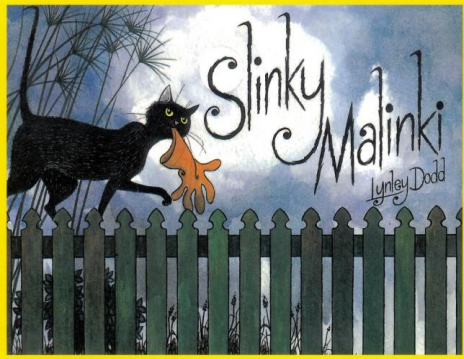


What do you think has happened?

Why do you think that?

What could happen when the boy wakes up?

Questions about stories



What does 'slinky' mean? Why do you think the author called him Slinky Malinki?

Slinky Malinki was blacker than black, a stalking and lurking adventurous cat. He had bright yellow eyes, a warbling wail and a kink at the end of his very long tail.

What does Slinky look like? (literal)

Was Slinky a quiet cat? What makes you think that? (inferential)



He was cheeky and cheerful, friendly and fun, he'd chase after leaves and he'd roll in the sun.

What have you found out about the main character so far?

Which two words is he'd short for?

But at night he was wicked and fiendish and sly. Through moonlight and shadow he'd prowl and he'd pry.

Which words tell you that Slinky didn't want to get caught?



Questions about the characters, setting or author's intention

- Do you think the boy wants to play football? What makes you think that?
- How did the girl feel when she lost her cat? How do you know?
- Where is the story set?
- Why do you think the story is set at here?
- What setting would you choose if you were writing this story?
- Why did the author use the word whispered instead of said?
- How did the author make this part of the story exciting/funny?



Questions about Poetry

- Can you use the contents page to find the poem about...?
- What is the title of this poem? After reading... Why do you think the poet chose this title?
- How many verses/lines does it have?
- Are there any rhyming lines? If so which lines rhyme?
- Are there any words you don't know? How could you find out what they mean?
- Which word describes ... the sound of, the movement of, the feelings of?
- Can you find an exciting word used by the poet? Why did they use that word?

Questions about non-fiction books

Table of Contents

The **table of contents** lists the major parts of a book and starting page numbers.

Table of Contents	
1. Frog Life.....	1
2. Parts of a Frog.....	17
3. Frog Types.....	33
4. Frogs as Pets.....	58
Index.....	79

Index

The **index** is an alphabetical listing of topics and the page numbers where the information is located.

Index	
Color adaptations,	33, 37-38, 40-42
Frogspawn,	8, 12, 25
Red-eyed tree frogs,	37-38, 39 <i>illus.</i>
Tadpoles,	9, 10 <i>illus.</i>

Glossary

A **glossary** is an alphabetical list of key words with definitions. It may also contain pronunciations.

camouflage \ 'ka-ma-,flāzh \: coloring or behavior that helps an organism blend in with its environment

habitat \ 'ha-bə-,tat \: a place where a frog lives or grows

species \ 'spē-shēz \: a class of individuals having common attributes and a common name

Discuss the purpose of non-fiction books. Look at the features that help the reader to research information.

Which page would you look at if you wanted to find out about different types of frogs?

Why is the index in alphabetical order?

Why are some words in bold text?

Where could you find out what the word habitat means?

Questions about non-fiction books

How can you tell this is a page from a non-fiction book?

Read page 10. What facts do you know now?

How do the headings and subheadings help you as you read?

What do the diagrams tell you on page 11?

Hunting

Owls hunt in different ways.

Barn owls fly low over fields looking for small animals to eat.



When the owl finds an animal, it hovers above it, like this. Then it swoops down to grab it.

10



As a fish owl flies over a lake or a river, it pulls a fish out of the water.



It takes the fish back to a rock, rips it into pieces, then swallows it.



A burrowing owl hunts by chasing insects, lizards and small animals.



It uses its long legs to run after a lizard, catches it, then eats it.

An elf owl snatches moths out of the air and eats them while it's flying.



11

Why do you think owls hunt in different ways? (inferential)

What do owls eat? (literal)

How we assess reading.

Reading is assessed in three main ways:

- Individual Assessing Pupil Progress grids which are held for each child and used in Guided Reading planning and assessments
- Using a standardised running record followed by comprehension questions
- National Curriculum tests

Individual Assessing Pupil Progress grids which are held for each child and used in Guided Reading planning and assessments

Record of progress in reading		Expected Y2 (2b)	
Book band		PM Benchmark level	Book box
QQA	Low	Level 21	Book box J
	High	Level 22	Book box K
names			
AF 1	Read accurately by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes		
	Read accurately more complex words of two or more syllables (e.g. downstream, hideshow, comfortable)		
	Check that the text makes sense to them as they read and correcting inaccurate reading		
	Read silently or quietly at a fluent pace, taking notice of punctuation and using it to keep track of longer and more complex sentences		
	Read a wider range of exception words (e.g. English Curriculum Appendix 1)		
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered		
	Read words containing common suffixes (e.g. English Curriculum Appendix 1)		
AF 2	Become increasingly familiar with and able to retell a wider range of stories, fairy stories and traditional tales		
	Locate key vocabulary and specific information in fiction text to find answers to simple questions		
	Locate and interpret information in non-fiction, making full use of non-fiction layout		
	Demonstrate understanding by sequencing events in books		

	Discuss and clarify the meanings of words, linking new meanings to known vocabulary		
	Show how items of information are related in non-fiction texts		
Af 3	Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books		
	Make inferences on the basis of what is being said and done		
	Answer and ask questions		
	Identify and discuss the format and text layout of fiction and poetry		
Af 4	Become familiar with non-fiction books that are structured in different ways		
	Identify words and phrases chosen for effect on the reader		
AF 5	Discuss their favourite words and phrases		
	Recognise simple recurring literary language in stories and poetry		
AF 6	Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)		
	Identify an event or idea in a text and express how it makes the reader feel		
AF 7	Show some awareness of texts being set in different times and places		

Using a standardised running record followed by comprehension questions

Level 11

PM Benchmark **Reading Record**

Name: _____ Age: 6 years Date: _____
 Text: Late for School Level: 11 R.W: 121
 Accuracy: 97.52% S.C. Rate: 1:1.5

Page		E	S.C.	Errors MSV	Self corrections MSV
2	"Wake up, Nick!" said Mum. "We are all very late." "But I can't be late for school today," said Nick. "I have to play football." <i>So late</i> "Where are my shorts!"		1		HSV
4	"Help!" said Sarah. "I can't find my socks." "I have to go to work now," said Mum. "Dad is making your breakfast." "But we can't have breakfast," said Nick. "We are too late" <i>for school</i>	1	1	HSV	HSV
6	"Come on," said Dad. "Have your breakfast. Then I will take you to school in the car." "Oh thanks, Dad," said Sarah and Nick. "Thanks!" <i>(That you thank) - content</i>	2		HSV MSV	HSV
8	Sarah and Nick had breakfast. <i>So</i> "Then they ran out to the garage with Dad. They all got into the car."		2		HSV MSV
10	"Let's go, Dad!" said Nick. Rrrr ... rrrr ... rrrr went the car. "The engine is cold," said Dad.				
Total		3	6	310	201

Reading Record © Pearson, 2000.
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Level 11: *Late for School*

PM Benchmark **Assessment Record**

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)
X's retell showed that she had an excellent grasp of the story. She would relate the plot in sequence and with supporting detail. She could answer all three literal questions, and formulate an acceptable answer to the inferential question.

Questions to check for understanding (tick if understanding acceptable)

- Why did Nick say "I can't be late for school today?"
Response: *Because he had to play football.*
- Where was Mum going?
Response: *To work.*
- Who made breakfast for Sarah and Nick?
Response: *Dad.*
- How do you think the children usually go to school?
Response: *Walk, or maybe bus.*

Reading level
 Accuracy level: $\frac{121}{3} = 1:60 = 97\%$
 Self-correction rate: $\frac{6}{2} = 1:1.5$
 Reading level (with understanding): Easy / Instructional / Hard

Analysis of reading behaviours (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)
X made good use of meaning and structural cues to check comprehension and to make sense of text. X was not afraid to re-read text, or to slow down when appropriate to maintain recommendations: meaning. She also self-corrects well.
 • *X would benefit from pre-reading discussions that include high-interest words that may not be familiar to her.*

Teacher: _____ Date benchmark assessment completed: 08.06.08.

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National Curriculum tests



Just in time they reached the island, and carried the basket ashore.

Frog lifted the lid. "This is definitely our lucky day," he said.

It was somebody's picnic...

"This is what I call an adventure," said Frog.

Monster ate and ate until he was full up. He stretched out in the shade of a palm tree.

Frog felt tired too. Soon they were both fast asleep.

12 How do you know that Frog was excited?

13 What did Frog find inside the basket?

14 Where did Monster go to sleep?



Some children find it challenging to read and interpret questions.

You could support this by writing down the questions you want to ask at home for them to read.



Top Tips to Engage and Support Your Child with Reading

- Give your child time, space and praise whilst sharing books
- Listen to your child read at least 5 times a week
- Talk about books and ask questions
- Spend time looking at and talking about the illustrations, page format, characters and setting
- Encourage your child to read a range of texts to discover favourite authors
- Talk about words. Don't presume they understand what all the words mean. Even if they can read them.
- Be a positive reading role model. Let your child see how you use reading in your life: for pleasure, to follow instructions and to gain knowledge so they understand the purpose and the importance about learning to read

Thank you for coming this evening. Your support with your child's reading is greatly appreciated.

