

Reading with your Year 2 child



Parent Information

This booklet is designed to help you support your child with their reading journey in Year 2

Introduction

First and foremost, we want to promote the love of reading. There is strong evidence linking reading for pleasure and educational outcomes. We all know that academic attainment is important, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life. Research has found that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of stress and depression, and improved well-being. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, helps us understand and share our feelings, and gives us an insight into the world view of others.

So how do you get your child to switch off the TV or put down the games console remote and pick up a book instead?

This information leaflet provides you with advice on what reading is; benefits of reading for children; national curriculum expectations and how parents can support reading for pleasure at home.

What is Reading?

Reading is the ability to make meaning from print. The process of reading includes:

- **Word recognition:** Ability to identify the written symbols/text in print.
- **Comprehension:** To understand the printed words and grasp the knowledge of the information.
- **Fluency:** Synchronising word recognition and comprehension to make reading accurate and automatic.

Benefits of Reading for Children

1. Improves the functioning of the brain - Reading is the workout to keep your brain healthy.
2. Improves vocabulary - Reading books enriches word power, with knowledge of different ways of expression.
3. Improves theory of mind - Reading books helps to boost empathy in individuals toward others.
4. Improves knowledge - Reading books helps to increase knowledge about different subjects.
5. Sharpens memory - Reading activates the hippocampus area of the brain which is responsible for memory and for the learning abilities of an individual.

National Curriculum Expectations

By year 2, children should have developed pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. While in year 2, they must add to this learning about cause and effect in both narrative and non-fiction texts e.g. what has prompted a character's behavior in a story, or why certain dates are commemorated annually? This skill requires deep thinking and is easier for some children than others.

What This Means for Parents

Open University research suggests there are three important ways to support readers and a love of reading.

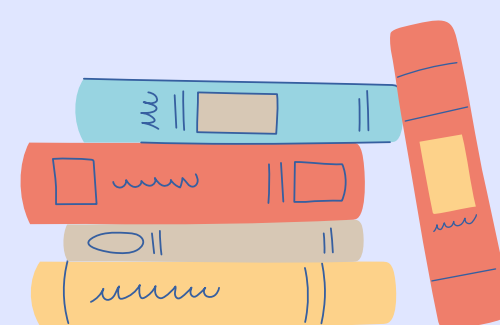
Read Aloud

Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Family Reading Time

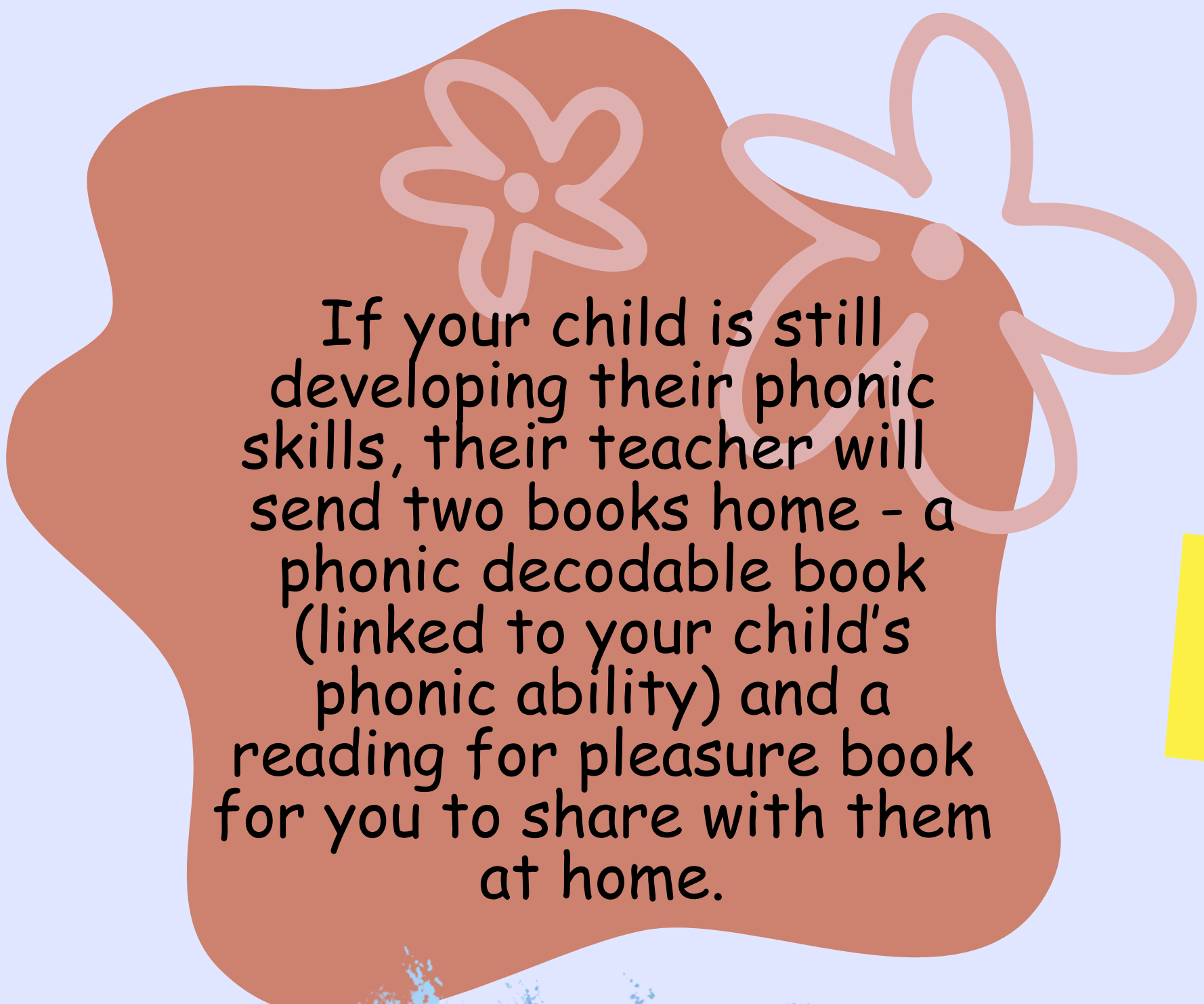
Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chat

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!

I wonder if...why...
what... who...



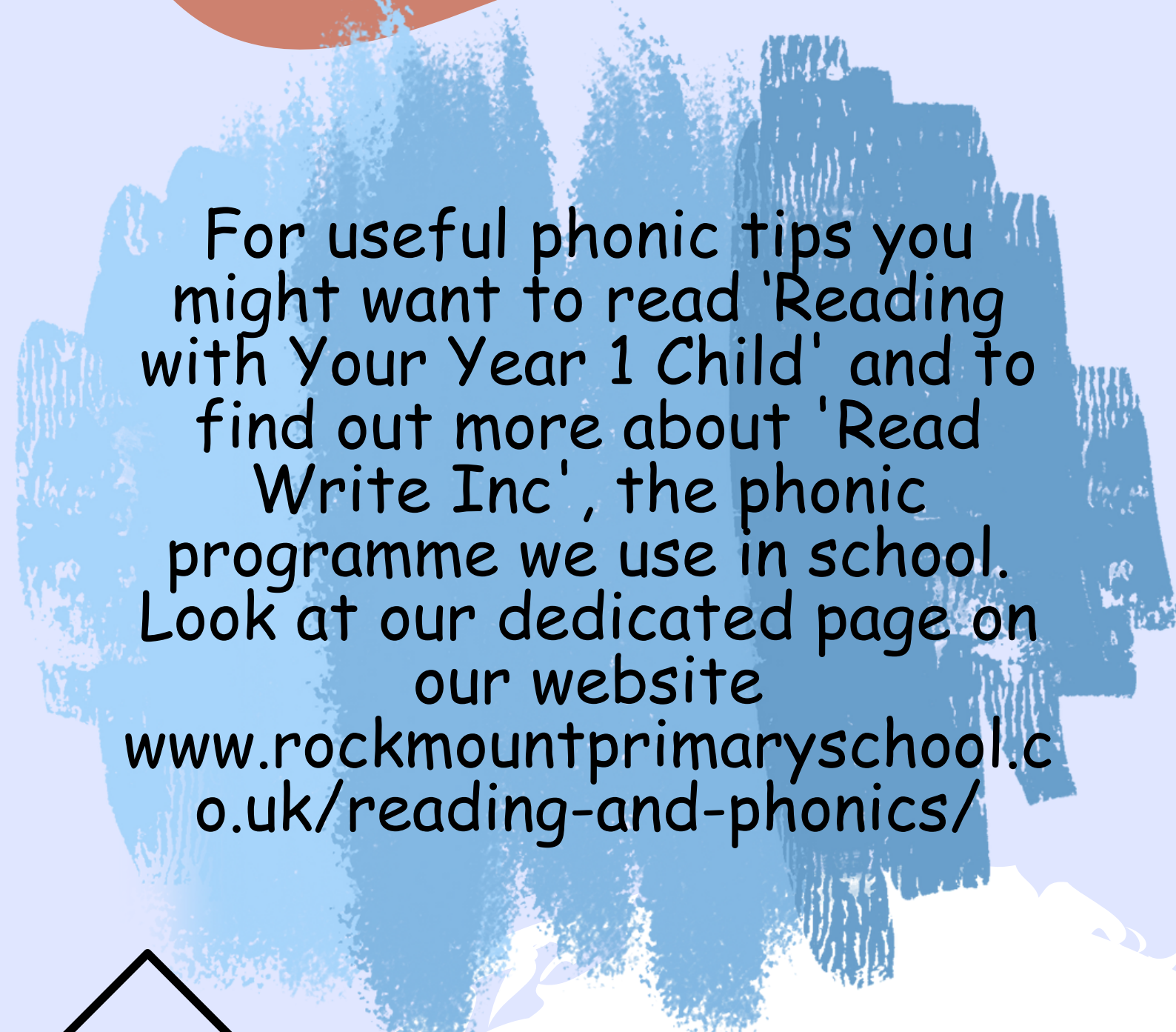
If your child is still developing their phonic skills, their teacher will send two books home - a phonic decodable book (linked to your child's phonic ability) and a reading for pleasure book for you to share with them at home.

Read every day for at least 20 minutes

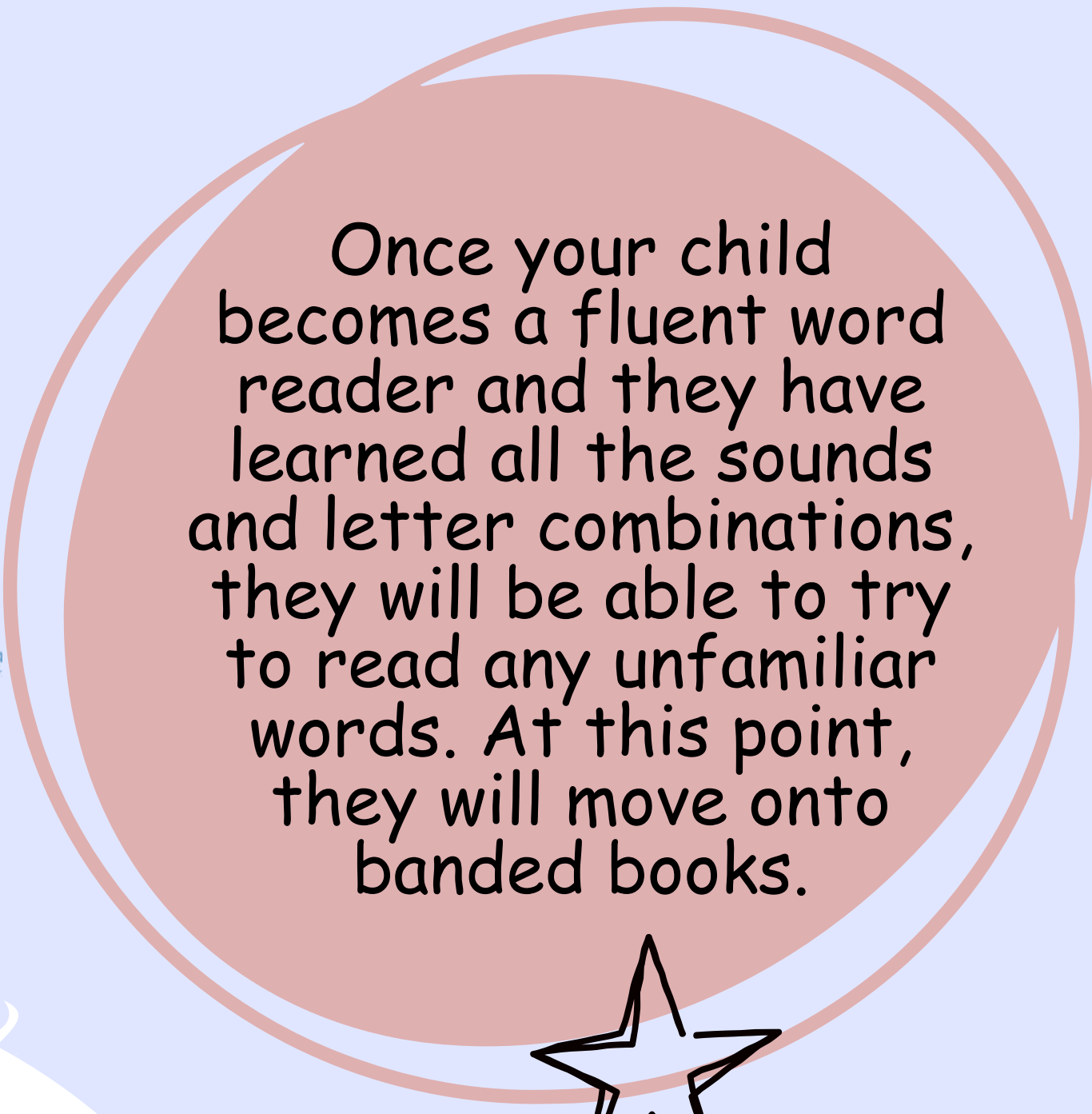
Read everything out loud

Encourage your child to read with expression

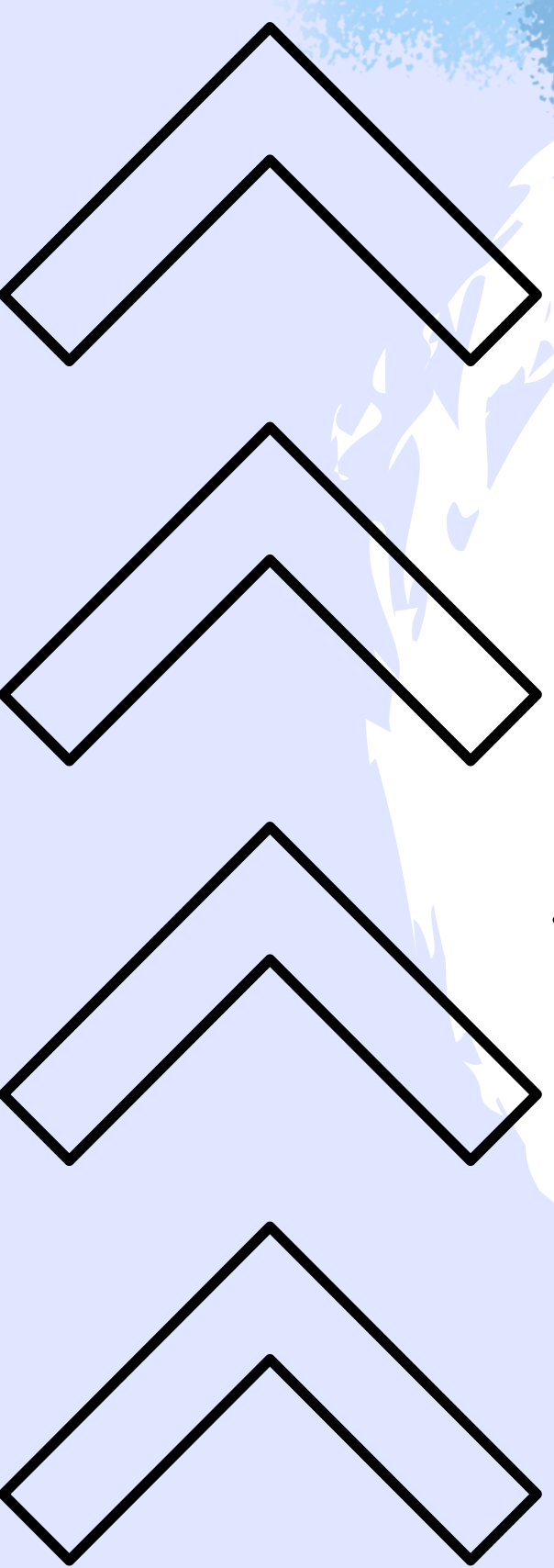
Encourage them to keep going



For useful phonic tips you might want to read 'Reading with Your Year 1 Child' and to find out more about 'Read Write Inc', the phonic programme we use in school. Look at our dedicated page on our website www.rockmountprimaryschool.co.uk/reading-and-phonics/



Once your child becomes a fluent word reader and they have learned all the sounds and letter combinations, they will be able to try to read any unfamiliar words. At this point, they will move onto banded books.



Read texts to your child that they cannot yet read on their own yet, or texts by authors they might not choose themselves and allow them the chance to listen and ask questions. Reading to your child also helps them to understand how to use expression to bring stories to life, develop their own voice as readers and is also a great way of improving their vocabulary and their understanding of language.



Read a range of different texts, a mix of fiction and non-fiction including poetry, newspapers and magazines articles, poems, leaflets of places you might visit, recipe books, food labels, instructions, fairy tales... the list is endless. Why not visit the library?

The table below provides suggestions on things you could say to support your child's understanding while they are reading:

Yr 2 children are expected to:

To support this, you could say/ask:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and is fluent

Can you sound it out?

Read familiar words quickly without needing to sound them out

Which sounds do you know?

Read words containing common suffixes

Can you put your finger on a word that ends in the suffix -less? e.g. helpless

Self-correct when they have read a sentence incorrectly

Did that sentence make sense to you? Do you want to try it again?

Use a range of decoding strategies

How could we break it down into smaller chunks? Can you see any smaller words inside the word?

Retell a story, referring to most of the key events and characters

What happens in the story? What were the characters called? What happened before/after that?

Find the answers to questions in nonfiction, stories and poems

Which part of the text tells me about...? Can you find...?

Decide how useful a non-fiction text is for a particular purpose

If I wanted to learn about... would this be useful? Why/why not?

Be aware that books are set in different times and places

Do you think this book was set while you were alive? What about while I was alive? Why?

Relate what they have read to their own experiences

Do you remember when we went to... and saw...? This story reminds me of that.

Continue to build up a repertoire of poems learnt by heart

Could you sing... to me while we get ready for school? Could you teach your little sister the words to ...?

Recognise key themes and ideas within a text

It seems like this story says you should be honest? Do you know any other stories about honesty?

Make simple inferences about the thoughts and feelings of characters and the reasons for their actions

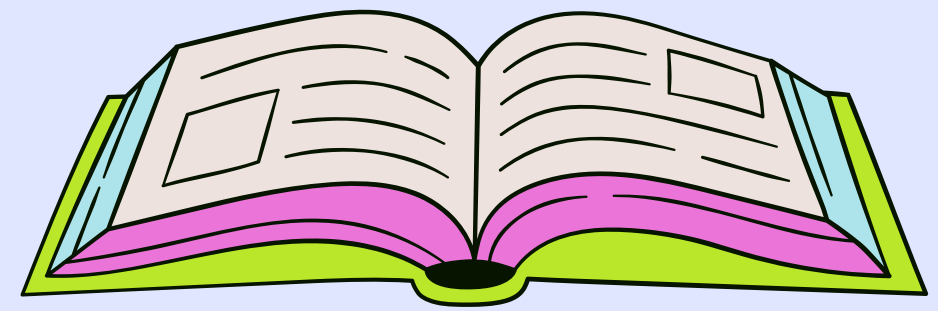
What do you think... is feeling now? What might they do next? What makes you say that?

TOP

TIPS



HELPING YOUR CHILD READ



Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Use pictures

Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?



Make Predictions

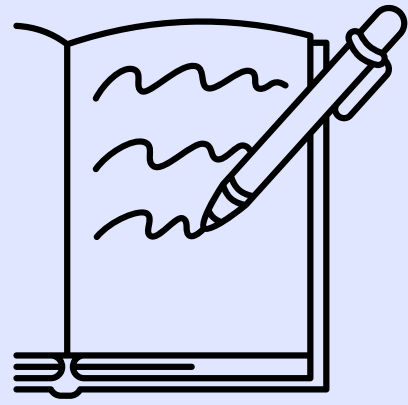
Make predictions and be able to justify them. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.

Setting Descriptions

Discuss the setting of the story. Have you read another book with the same setting? What about in a similar time period? Is it set in the past, present or future? How do you know?



What to record in the Reading Record



Write in the name of the book and how many pages your child has read. You may need to break it down to a couple of pages on the first few days and then reread the whole book as their confidence and fluency grows

	Name of book and page number	Comments	Parent Carer initials
Monday	Speedy Sam Pages 1-5	... read well today using the sounds to read the words.	HC
Tuesday	Speedy Sam Pages 5-10	... read well but struggled with the word ...	HC
Wednesday	Speedy Sam Pages 1-10	... was able to retell the story in their own words.	HC

Here, you can record how your child read. Did they read fluently or stumble over words? Did they know the words by sight or did they sound them out? You can also comment on their understanding of the text and any predictions they made.

The most important thing is to make reading fun