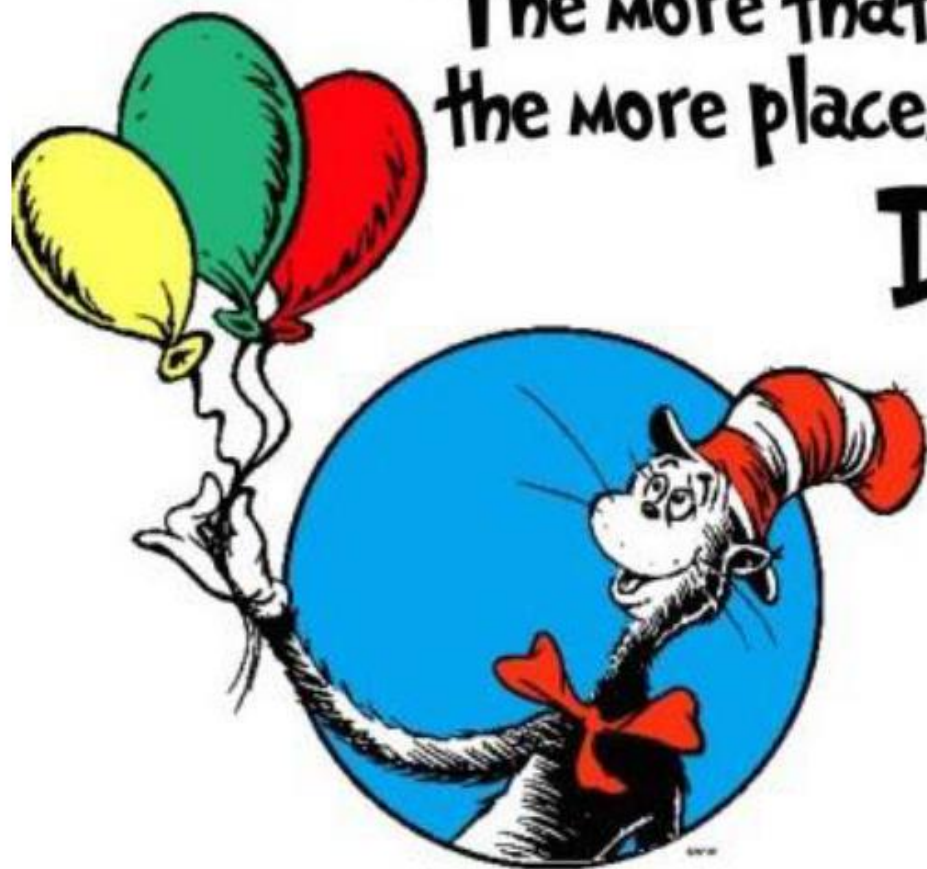


The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

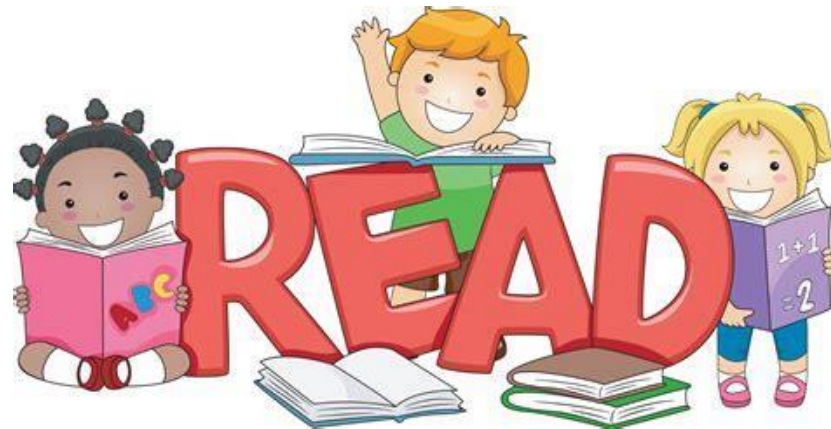
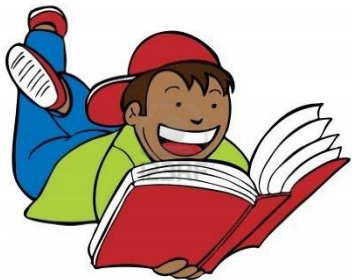
Dr. Seuss



Year 2

Reading Workshop

21.2.18



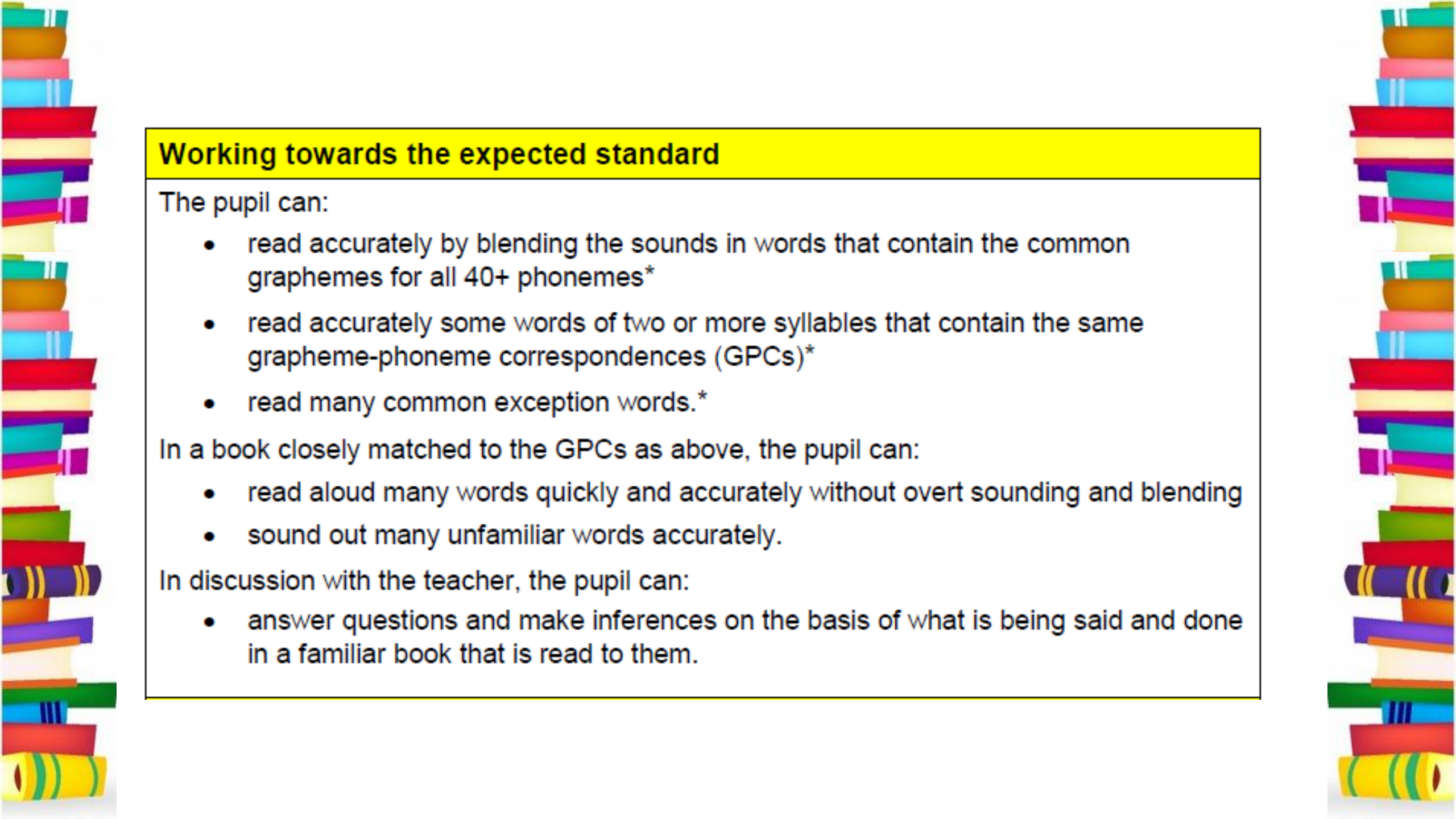


Reading in the National Curriculum

There are three main elements of reading within the National Curriculum.

1. Word Reading
2. Comprehension
3. Reading for Pleasure

This is across both fiction and non-fiction.



Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.



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 books, the pupil can:


- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

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

- make inferences on the basis of what is said and done
 - predict 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.
- 

Word Reading

Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.



Word Reading

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

ai	oi	ee	ow	er	air	igh	or	ar
rain	coins	teeth	clown	corner	fair	flight	torn	alarm
say	boys	meal	pound	burn	bear	lies	walk	father
lame		monkey		firm	care	slide	four	calf
they		these		flour	where	fly	caught	
eight		chief		earned		hi	floor	
		happy					core	
							lawn	
oa	oo	ch	sh	s	n	m	j	
boat	book	church	shout	sorry	noodle	man	jelly	
grow	flew	picture	chef	scissors	knee	lamb	fudge	
goes	tune	hutch	caption	cease	gnome		gadget	
bone	value		mission					
go	you		facial					
			sure					

My Spelling Patterns Mat

For example:

I hear the telephone ring.

I'm going to her the cattle

Don't shout I can hear you!

Nice
Kick

Nick

Receive

Scissors

Word Reading

Read accurately words of two or more syllables that contain the same graphemes taught so far.
(*Syllable - unit of sound*)

rescue

farmyard

carpark

zigzag

punishment

frightening

yesterday

mountain

Word Reading

Read words containing common suffixes

-ed

clapped
dried

-ing

putting
sliding

-er

angrier
ruder

-est

fittest
nicest

-ly

quickly
carefully

-ful

delightful
wonderful

-less

careless
harmless

Word Reading

Read further common exception words

(Common exception words are words in which the English spelling code works in an unusual or uncommon way)

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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	

Word Reading

The two boys were halfway up the drive
before Jake's mother saw them.
She rushed outside to help.

"What have you been doing
to yourself, Jake?" she asked.

"I tripped," Jake said bravely.

"It's nothing. It's just a scratch."

Word Reading

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

Be able to recognise that there are two known words to help decode the word (half+way), (your+self).

Knowledge of set 3 sounds to decode as drive not driv.


The two boys were halfway up the drive before Jake's mother saw them. She rushed outside to help.

"What have you been doing to yourself, Jake?" she asked.

"I tripped," Jake said bravely.
"It's nothing. It's just a scratch."

Word Reading

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes



The two boys were halfway up the drive before Jake's mother saw them. She rushed outside to help.

"What have you been doing to yourself, Jake?" she asked.

"I tripped," Jake said bravely.
"It's nothing. It's just a scratch."

Read common suffixes



Things to practice at home

*Support your child to become confident with the common exception words. You can play different games to help them recognise these words.

*Read - The more you read to your child, the more vocabulary they will be exposed to. Discuss the meanings of new unfamiliar words.

*Fluency - It is important that your child reads with you for at least 15 minutes everyday.

*Encourage your child to read with expression and pace.

*When children have finished reading their books, encourage them to re-read their books to build up their fluency and confidence in word reading.

Comprehension

It is important for children to....

Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.

You could try;

- Missing out words when reading
- Inserting own words to text



Comprehension

It is important for children to....

Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.

Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.

QUESTIONING IS KEY!

Comprehension

Lets have a look at different types of questions.



Comprehension

AF2 - I can understand, describe, select or retrieve information from a text to answer a question.

Guided Reading Questions

Describe...

Where and when
did the story
take place?

Find some words or
phrases that tell you
about the setting.

Match answers
from text evidence.

Can...have more
than one meaning?

Find 3 words that
describe your favourite
character.

Which character...?

True/False based
on text.

Who are the key
characters
in the book?

Give one example...

What is 'animation'?

Where are...?

What did...do?

Which paragraph
tells you...?

Where did...go?

What happened
in the story?

Why do...?

Identify a word from
paragraph 2 which
shows that...

How many...?

What happened
at...?

Which word told
you that...?

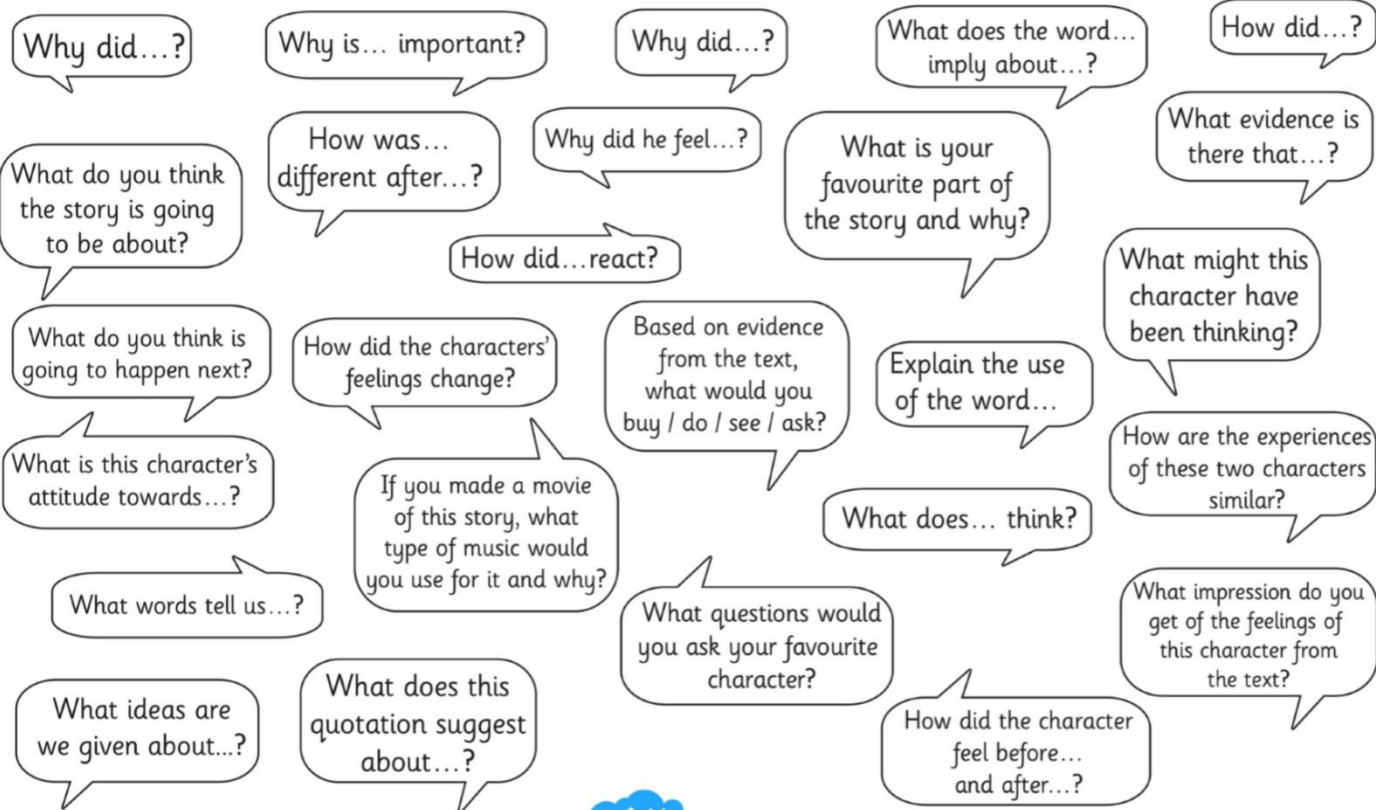
What does...mean?

What was happening
at the beginning of
the story?

Comprehension

AF3 - I can deduce, infer or interpret information from a text to answer a question.

Guided Reading Questions



Comprehension

AF7 - I can relate the text to other contexts and make links.

Guided Reading Questions

Why does...
ask... to...?

What else might make...
sad / angry?

How would you
describe this
story?

In what ways is...
like...?

What other reason
could there be for...?

How did you
know...?

What is it about...
that tells you...?

Have you been in a
similar situation to the
character in the book?

Where do you think this
story is set and what made
you think that?

What other stories
have you read by
this author?

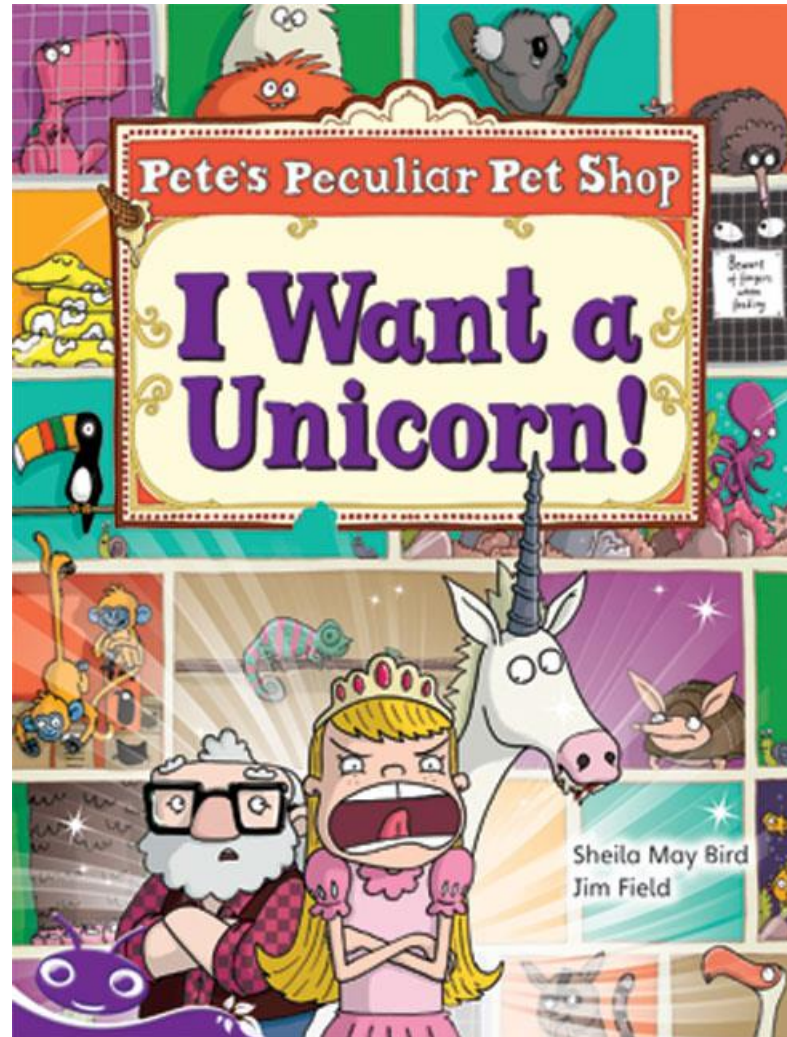
Which features could...
have?

What did the story
make you think
about?

Give two pieces of
evidence that...?

Comprehension

Lets have a go at creating our own questions for this story.



Comprehension

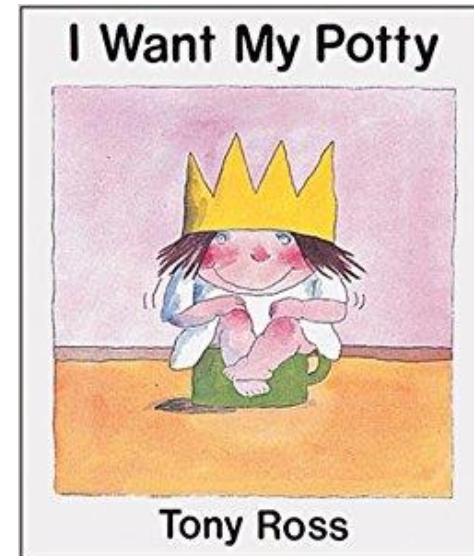
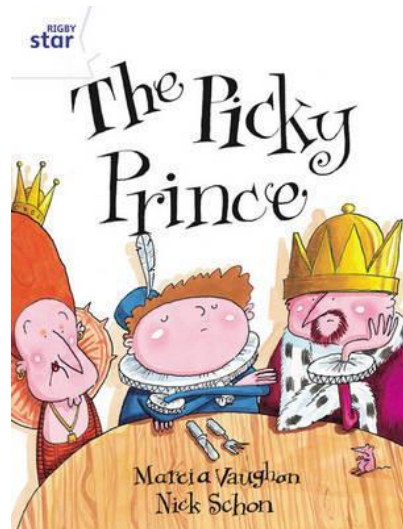
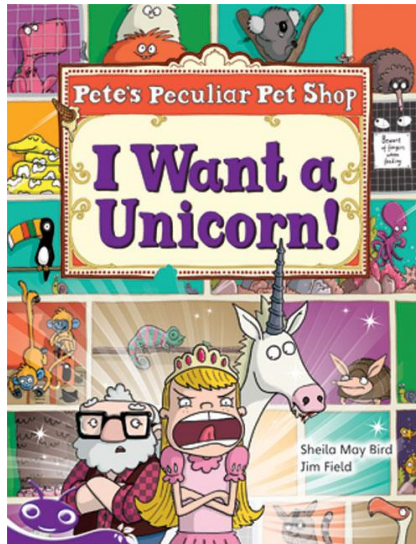
How do you think the passengers reacted to seeing the king on the bus?

What sort of character is the Princess?

Can you find phrase from the script to support your opinion of her?

Can you think of another story where the main character is very bossy?

How is this story similar/different to that story?



Things to practice at home

*After reading to your child or reading with your child, have a go at creating your own questions.

*Encourage the child to make links. Can they remember another story with a similar theme?

*Get children to create their own questions and answer these together.

SATs

The reading test now has a greater emphasis on the comprehension elements of the new curriculum.

There are 2 reading papers, one with the texts and questions combined and one with more challenging texts with questions in a separate booklet.

Within the test paper, there are a variety of question types:

- Multiple choice
- Ranking/ordering e.g. Number the events to show in which order they happened in the story
- Matching e.g. Match the character to the job they do in the story
- Labelling e.g. Label the text to show the title
- Find and copy e.g. Find and copy one word that shows what the weather was like in the story
- Short answer e.g. What does the bear eat?
- Open-ended answer e.g. Why did Lucy write the letter to her grandmother? Give two reasons.

The World of Ants



Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.

Practice questions

a

What kind of animal is an ant?

b

Find and **copy two** places you might see ants.

1. _____

2. _____

Ants underground

Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

Queen ant

The queen ant spends all her time laying eggs.

An ant nest

Ants build their nests with hundreds of tiny rooms joined up by tunnels.

Worker ants and grubs

Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.

- 1 Which word in the text describes what worker ants are like?

Tick **one**.

sleepy

☐

noisy

☐

busy

☐

fast

☐

- 2 What does the queen ant do?

Tick **one**.

keeps the nest clean

☐

lays eggs

☐

moves eggs

☐

finds food

☐

- 3 What joins the rooms in an ant nest together?

- 4 Give **two** jobs that the worker ants do.

1. _____

2. _____

- 5 What happens to the eggs in the special room?

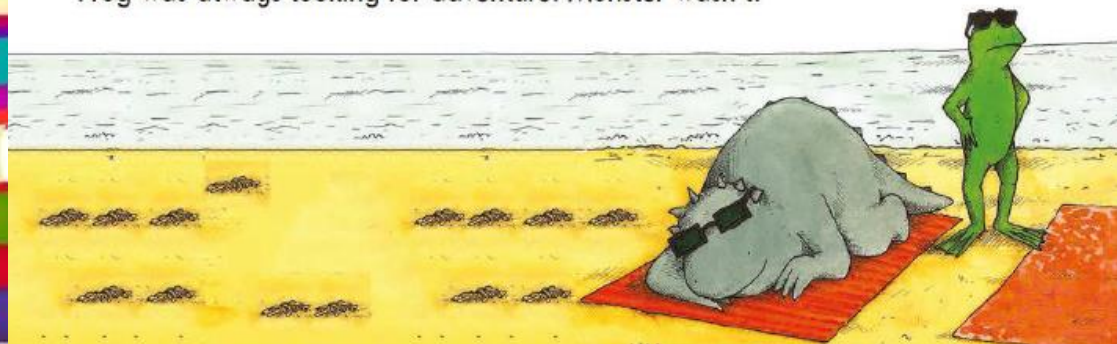
Monster and Frog at Sea

One hot sunny day Monster and Frog went to the seaside.

Monster lay on the sand, sunbathing. But Frog was bored and restless.

"If we had a boat," said Frog, "we could sail away to sea and have an adventure. We could be explorers!"

Frog was always looking for adventure. Monster wasn't.



Practice questions

c What kind of day was it?

Tick **one**.

cloudy

☐

sunny

☐

cold

☐

wet

☐

d What was Monster doing?

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6

Why did Frog say, "*This must be our lucky day*"?

Tick **one**.

Monster
liked boats. ☐

A boat drifted
towards them. ☐

They were
by the sea. ☐

It was a
sunny day. ☐

7

Why was Monster worried?

"Where are we going?" Monster asked nervously.

"To that island," said Frog, pointing towards a tiny spot on the horizon.

"It's a long way," said Monster. "I don't think I like boats."

Monster was beginning to feel seasick.



8 What could Frog see on the horizon?

Tick **one**.

a boat

☐

the sun

☐

an island

☐

a beach

☐

9 **Find** and **copy one** word which tells you that Monster was not feeling well in the boat.

