

Year 2 Reading Presentation



Friday 18th October 2024

Mrs Free



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)





**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



The Power of Reading

Creating a love of reading in children is one of the most powerful ways of impacting academic standards in school.

Becoming a truly independent reader can improve your child's chances in school and beyond in the wider world.

Reading is all about acquiring meaning; for enjoyment, information and understanding



Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J

Reading requires two skills:

Phonics and Word Recognition

The ability to blend letter sounds together to read words.

The ability to recognise words presented in and out of context

Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

National Curriculum Year 2

Year 2 programme of study

Reading – word reading

Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Choral and echo reading

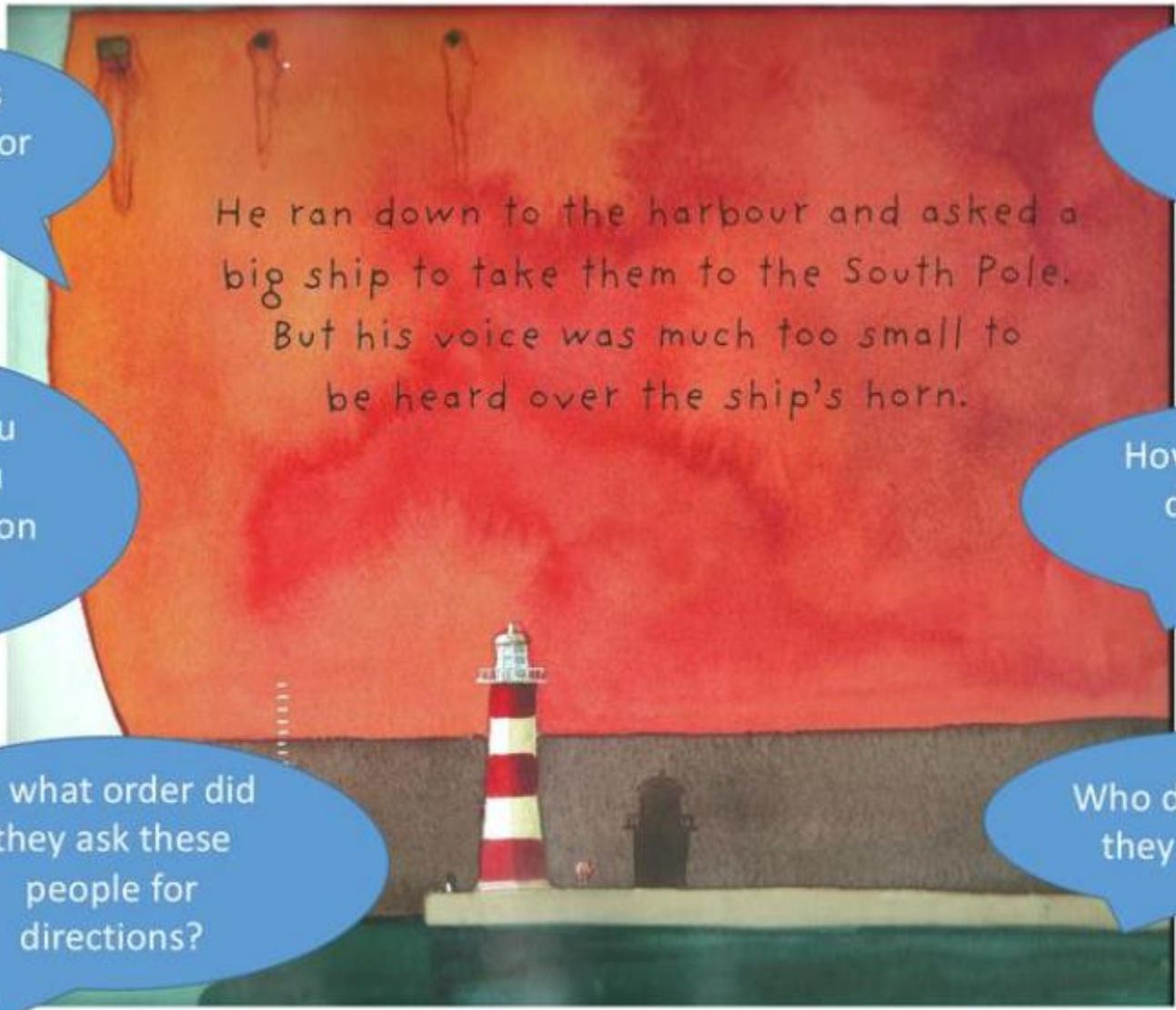
- In echo reading, the teacher and pupils read separately. The pupils should remain quiet while the teacher reads first, listening to how they model fluency, expression and tone. The children will read the same section after the teacher has finished reading.
- In choral reading, the teacher and pupils read together. Sometimes the teacher might read alone first and pupils join in later, but as soon as the pupils and teacher read together, it becomes choral reading rather than echo reading.

I

Is a ships horn loud or quiet?

Which word is a place where ships 'park'?

V



E

Explain what you would do if you found a penguin on your doorstep

How did they get down to the harbour?

R

S

In what order did they ask these people for directions?

Who do you think they ask next?

P

Children need support to help them to develop the habit and love of reading. The Open University suggests there are three core strategies to support readers: reading aloud to your children, creating time to read as a family and book chat.

Reading aloud to your children shows them that reading is a pleasure, not a chore. Making time to read alongside one another helps develop children's reading stamina and interest. Book Chats encourages readers. Ask your children questions about what you are reading, invite them to make connections between books and share their views about books and authors.

Research suggests that reading aloud to children (or children reading aloud) even just for a short time helps to develop children's vocabulary, language skills and their love of reading.

10 things your child learns when you read poems and stories out loud to them.

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

Reading unknown words

What strategies can I use to help my child?

- Blending phonemes.
- Looking for clues in pictures.
- Splitting the words into smaller words.
- Spotting if it looks like a word that you already know.
- Reading to the end of the sentence then going back to see if you can work the word out.

Questioning

Closed questions

Do you like this book?

Do you like this character?

Is this a good story?

Do you like this kind of story?

These can limit your child's responses/thinking.

Open Questions

What do you like about this book?

What do you like about the characters?

Why do you think this is a good story?

These can allow your child to deepen their thinking and understanding.

Reading at Home

Booksfortopics website

First News!

Subtitles on the TV



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

Dr. Seuss