



# Developing Reading Skills in Year 2– A guide



## How we teach reading at Goosehill

Reading is viewed as an essential skill in accessing the curriculum and allowing children to develop a lifelong enjoyment of books. Children are taught using a mainly phonics based approach with children developing their knowledge of single sounds of letters, building these into clusters (e.g bl,cr,spr,str) and di-graphs e.g ch,th,sh).

Commonly occurring words (e.g. with) are also taught using a word recognition approach and these methods alongside an experience of reading (and being read to) help to develop the mechanical skills of reading- the recognition of words, fluency and ability to decode text on a page.

In early development of reading the emphasis is placed on these mechanical skills. As children become skilled at using these strategies they are encouraged to become more aware of the content of the text.



## Reading development in Year 2

In Year 2 the emphasis gradually changes from the mechanics of reading to developing more in-depth comprehension skills. The children investigate a range of texts including information books, leaflets, letters, story books and simple dictionaries. A range of different styles of poetry is also studied.

In addition, reading is carried out at school through guided reading sessions. During these sessions, groups of children focus on specific aspects of comprehension, vocabulary and text layout. As the teacher is supporting these sessions it allows children to work on texts of greater richness and complexity that are beyond their independent reading levels.



## How can I encourage my child to read at home?

Having reached Year 2, many children are beginning to develop independence and confidence in their ability to read. However it is vital that children continue to read on a regular daily basis at home in order to support the work done in school and to reinforce the skills learned.

Although some children prefer reading independently 'in their heads', it is still necessary for them to develop the skill of reading aloud effectively, using expression and reading to the punctuation.

Questions about the text are important to ascertain a child's level of understanding. Questions vary from the simplest literal level (e.g. Where are they?) to using greater inference when the child has to draw information from different places in the text or from the actions of characters (e.g. why do you think the character acted in that way?). They also need to be able to answer questions about the text as a whole (for example, when was the story set? How did the characters feelings change through the story?). Children need to develop the skill of justifying their answers and opinions using evidence from the text.

In order to develop vocabulary it is often useful for children to discuss the language used in a text. For example 'Why has the author chosen the words creeping and tickling?' or ask them to think of a better describing word than the author has used. Ask your child to describe characters or settings in their own words. It may be useful to have a simple dictionary or thesaurus at home so that children can find the meaning of a word or an alternative.

The home school reading diary continues to be the most effective way for teachers and parents to communicate progress and it is helpful for parents and carers to note down when the child has read, the page number reached as well as any comments.





## Can I read my book to you?

Below is a list of activities to help you with your child reading. Please try one or two of them at each reading session.

Encourage your child to read the book independently to you, if it's a long book, take turns.

If your child gets stuck encourage them to

- Sound out the word
- Break it down into sounds and blends e.g. gr bl sp sw
- Look for patterns and words in words
- Consider if their reading make sense
  
- Let them read it on several occasions
  
- Always talk about the book e.g. how could you change the ending?
- Can you suggest a sequel or another similar book that the author could write?

## After reading the book

- Find 3 or 4 words they were unsure of
- Look for them in other places
- Practise writing them down
  
- Look for patterns in words
- Make lists of these words e.g. Magic 'e' oo ee ea ai ay
  
- Can you spot any pairs of words that sound the same but are spelt differently? E.g. their/there, new/knew

