

Reading

**We need to be
fostering a love of
reading.**

**Children should
be reading as
well as having
stories read to
them-every day!**

5 a day!



A varied diet of texts.

Classic books

Stories- ra Chapter books

authors

Comics

Non fiction

Modern poetry

Year 1- The highlights

Reading

- * Decode words, blend sounds and read accurately
- * Develop fluency and confidence
- * Read high frequency words
- * Read words with -s, -es, -ing, -ed, -er and -est endings
- * Understand apostrophe represents the omitted letter
- * Know all 40 graphemes

Year 2- The highlights

Reading

- * read most words quickly and accurately
- * re-read books to build up their fluency and confidence
- * Listen to, discuss and express views
- * Predict what might happen
- * discussing their favourite words and phrases
- * continuing to build up a repertoire of poems learnt by heart
- * Check that text makes sense
- * Understand structure of non-fiction books

Prompt questions to support at home

Questions to ask your child when reading

Before reading the book:

Can you point to the title? or What is this? (pointing to the title)
What do you think this story will be about? What might happen in the story?
What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

Who is the author?

Is it a fiction or a non-fiction book? How do you know?



During the reading of the book:

What has happened so far? Is it what you expected to happen?
What might happen next? How do you think the story might end?
What sort of character is...? Is he/she friendly/ mean/ nice...?
Who is your favourite character? Why?
Who is the character you like least? Why?
Find 2 sentences, which describe the setting.
Why has the author put certain words in capitals/bold/italic?
What does [word] mean?
Can you think of an alternative word for.....?
Can you find some examples of effective description? What makes them effective?

Non-fiction / information books:

Which parts of the book could help you find the information you need?
When would you use the contents / index / glossary page in the book?
What are the subheadings for?
Why have some of the words been written in bold / italic?
What do we call the writing underneath the pictures/photographs? (Captions) Why are they used?

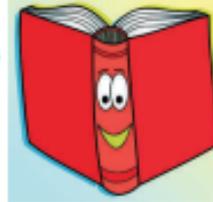
At the end of the book:

Did you like this book? Why?
What happened in the story?
Where and when did the story take place?
What was your favourite part? Why?
What was the most interesting/ exciting part of the book? Can you find it?
Who would you like to meet most in the story? Why?
What sort of character was...?
Why did that character do... (give a situation/ event from the story)?
How did the character feel at [part in the story]? Why?
Which words show you that.....? (E.g. the character was upset)
Why has the word.....been used?
Would you like to read another book by this author? Why?
Have you read any other stories that have similar characters / settings / plots to this one? If so, which story was it and what happened?



Prompt questions to support at home

Questions to ask your child when reading



Before reading the book:

Can you point to the title? **or** What is this?
(pointing to the title)

What do you think this story will be about? What might happen in the story?

What do we call the writing on the back of the book? (Blurb) **or**
What does the blurb tell us?

Who is the author?

During the reading of the book:

What is happening in the pictures?

What has happened so far? Is it what you expected to happen?

What might happen next? How do you think the story might end?

What sort of character is...? Is he/she friendly/ mean/ nice...?

How do you know?

What does [word] mean?



At the end of the book:

Did you like this book? Why?

What was your favourite part? Why?

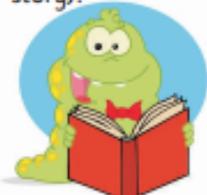
What was the most interesting/ exciting part of the book? Can you find it?

Where and when did the story take place?

What happened in the story?

What sort of character was...?

Why did that character do ... (give a situation/ event from the story)?



What does the New Curriculum say?

Readers who have strong comprehension are able to **draw conclusions** about what they read – what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with **thinking and reasoning**. Children are expected to hold a **viewpoint** on what they have read.

End of Year 2 Assessments

- Children will be assessed on their ability to infer and retrieve information from a text.

Two papers

Paper 1 - Reading prompt and answer booklet

Paper 2 – Reading booklet and answer booklet

Paper 1

It is important that children retrieve the information from the text and do not make the answer up!

We are teaching the children to find and highlight the information in the text.

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. _____



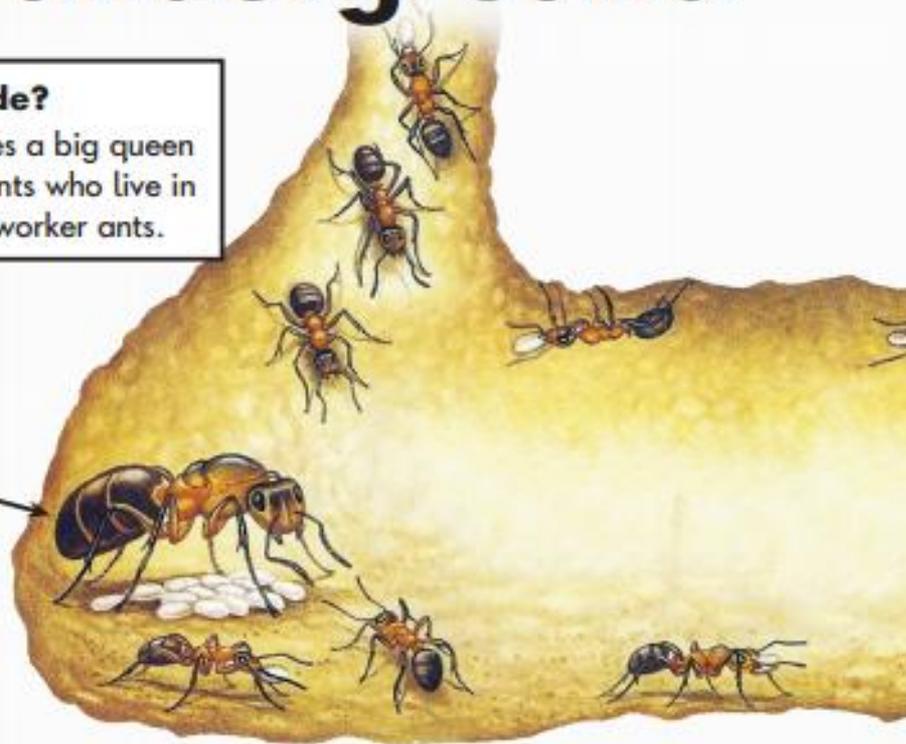
Ants underground

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.



1

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

Tick **one**.

sleepy

noisy

busy

fast

Paper 2

- There is a booklet to read- can be any genre. Narrative, non fiction, poetry (modern and classic)
- 2 text types in the booklet

The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.

On the way he met a fox.

"Where are you going, Mr Blackbird?"

"To fight the king!"

"I'll come with you. For years he's hounded me and hunted me."

"Come with me," said the blackbird.

Next the blackbird met some ants.

"Where are you going, Mr Blackbird?"

"To fight the king!"

"We'll come with you. For years he's poisoned us and poured hot water onto our nests."

"Then come with me."

Next the blackbird met a river.

"Where are you going, Mr Blackbird?"

"To fight the king!"

"Can I come with you? For years he's drained me and dirtied me."

"Come with me."

And they marched along until they came to the king's palace. Rat-tat-tat! They marched up the golden steps to the door, and knocked. A servant opened the door. The blackbird drew his sword and said, "I've come to fight the king!" The servant led him to the king, sitting on his golden throne.



Questions 1 – 8 are about
***The Blackbird and his Wife* (pages 4 – 7)**

(page 4)

1 Why did the king want to have the blackbirds?

(page 4)

2 Why was the blackbird's wife sad?

(page 4)

3 What instrument did the blackbird play on the way to the palace?

(page 5)

How to help at home

- **Hold a conversation and discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life. For example, say "I wonder why that girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?".**
- **Help your child make connections between what he or she reads and similar experiences he has felt, saw in a movie, or read in another book.**
- **Help your child monitor his or her understanding. Teach her to continually ask herself whether she understands what she's reading.**
- **Help your child go back to the text to support his or her answers.**
- **Discuss the meanings of unknown words, both those he reads and those he hears.**
- **Read material in short sections, making sure your child understands each step of the way.**
- **Discuss what your child has learned from reading informational text such as a science or social studies book.**

Help your child with

reading

I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

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?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go online

Look online & in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...