



Year 2 Reading Workshop

Tuesday 21st November

5.30pm





"READING IS A PASSPORT
TO COUNTLESS ADVENTURES."
- MARY POPE OSBORNE



The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



"There are many
little ways to
enlarge your child's
world. Love of books
is the best of all."

- Jackie Kennedy

"
**Books are
a uniquely
portable
magic.**"

Stephen King

[Read more quotes](#)



"Reading is important,
because if you can read,
you can learn anything
about everything and
everything about
anything."

~ Tomie dePaola

Reading
IS THE
GATEWAY
FOR Children
THAT MAKES ALL OTHER
Learning POSSIBLE.

- BARACK OBAMA



Fun ways to read with your child

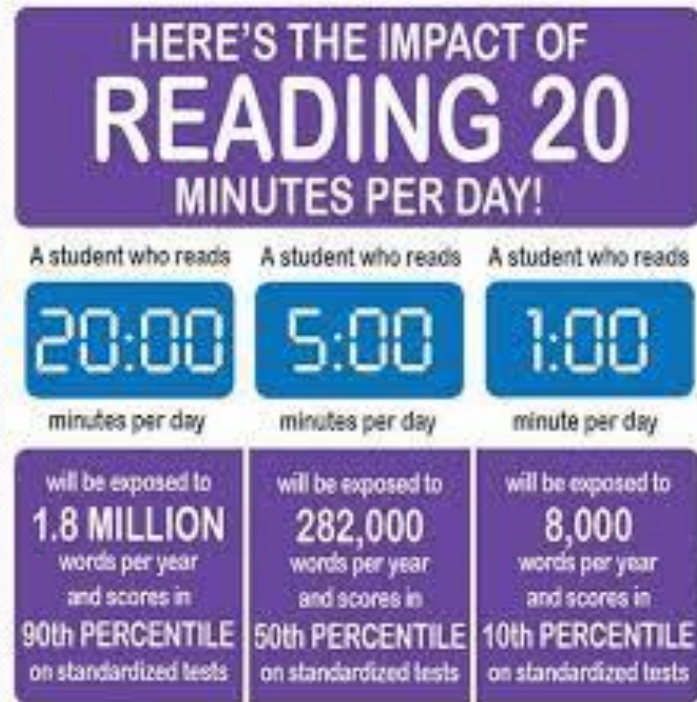
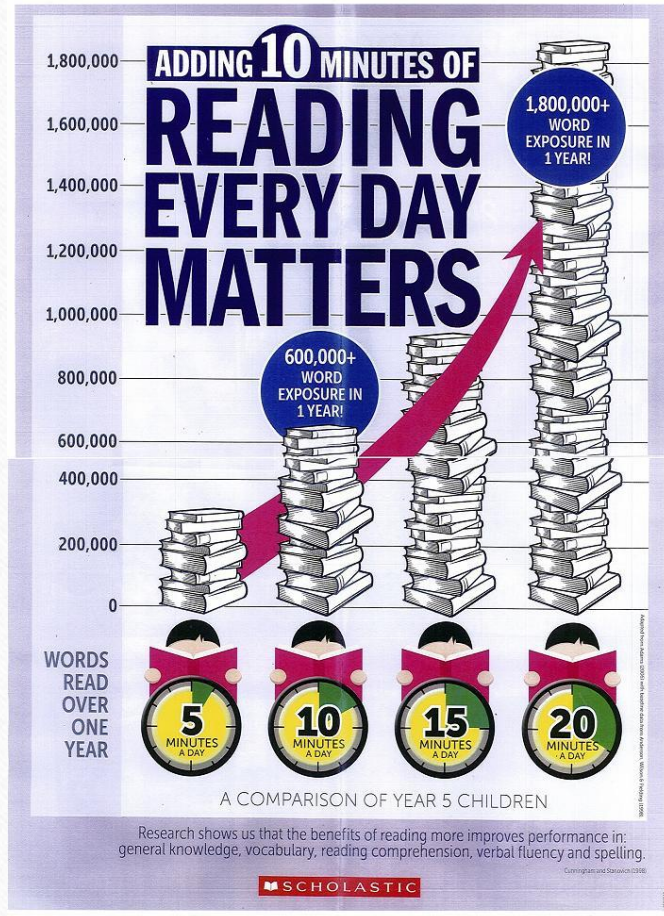
Experts in literacy are unanimous in their belief that parents should read with their children.



The power of the parent-child bond has a positive effect on a child's attitude towards reading and their ability to read.

Try the following suggestions that you will hear about today to help make reading both a pleasure and a learning experience for everyone.

Why reading at home is important.



Research has shown that the benefits of reading more improves a child's performance in general knowledge, vocabulary, reading comprehension, verbal fluency and spelling.

A reading warm up!

Ereht saw llits on ngis fo eht srehto. Eht gnignis dah deppots sa yeht dehcaorppa eht pmac. Won ereht saw eno-on ot eb nees. Neht yeht was no eht pot of eno of eht sexob a etihw god.

How did your reading sound?

Were you fluent and expressive, or did you read word for word?

Did you have to pause and sound out words letter by letter?

Do you understand what you have read?

Could you re-tell or answer questions about the text?

*If children are reading like this it is very hard for them to understand the meaning. They may be able to read the words in books but reading is **MUCH** more than just saying the words.*

Reading requires two skills.

Phonics and word recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words



Understanding

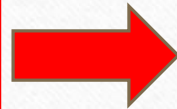
The ability to understand the meaning of the words and sentences in a text.

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

Stages in reading development.

Accuracy

Knows Sounds (GPCs)
and can decode words.



Automaticity

Children can sound
out words in their
head and can decode
effectively in their
head.



Fluency

Children can read words
at a speed of 60 words
per minute (Year 1) and
90 words per minute in
Year 2



Comprehension

Children use skills of
retrieval, inference,
prediction, sequencing
and knowledge of
vocabulary.



What to do if your child is stuck.....

- Use phonics first. What sound does the word begin with?
Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about - what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

How to use these strategies at home

John let his pet frog go.
It *****across the grass.

What is the first sound?

It **h******* across the grass.

What would make sense?

It **hopping** across the grass.

Does that sound right?

It **hopped** across the grass.

Helping your child read and understand the
Rhino Reader Books at home.

<https://www.youtube.com/watch?v=yzH1a4YjWCA>

Closed questions!



- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?

Change these questions so that the answers cannot be yes or no.

Open questions



- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Talking about books

It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?



Reading with 5 - 8 year olds

1. Set aside a specific time for reading if possible and make reading a priority.
2. Try not to do the reading when you are both tired!
3. Walk through the book first and discuss the pictures and the important words.
4. Always remember to keep reading aloud to your child even when they can read independently.
5. Encourage your child to read to you. Follow the words with your finger and sound out the words they do not recognise (c-a-t: cat) See if they can pronounce each sound and then blend them together
6. Be positive. Praise your child for trying hard at their reading. Let them know it is alright to make mistakes.
7. It's not just about books.



Reluctant readers!

There are 3 types of reluctant reader.....

Those who can't read.



Those who won't read

Selective readers.

National Curriculum: Year 2

Children need to develop:

pleasure in reading;

motivation to read;

increased vocabulary;

improved level of understanding.

While in year 2, children must add to this by learning about **cause and effect** in:

narrative texts, e.g. What has prompted the character's behaviour in this story?

non-fiction texts, e.g. Why are certain dates commemorated annually?



This skill requires deep thinking and is easier for some children than others.

Year 2 Expectations

Year 2 children are expected to:

use a range of strategies to read new words, e.g. breaking the word down into chunks;

read familiar words quickly without needing to sound them out;

correct themselves when they have read a sentence incorrectly;

read words containing the common suffixes –ful (careful), –ly (slowly), –ness (illness), –ment (treatment) and –less (helpless);



Year 2 Expectations

Year 2 children are expected to:



continue to practise phonics until reading has become fluent;

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

decide how useful a non-fiction text is for a particular purpose;

be aware that books are set in different places;

relate what they have read to their own experiences;

Year 2 Expectations

Year 2 children are expected to:

continue to build up a repertoire of poems learnt by heart;

recognise key themes and ideas within a text;

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



