



# Year 2 Reading Workshop

Thursday 19<sup>th</sup> January



# Our Aims

- ▶ Why Reading?
- ▶ Curriculum expectations
- ▶ How do children become readers
- ▶ What does reading look like in school?
- ▶ SATS
- ▶ How to help your children at home
- ▶ Questions

# Reading: A child's superpower

**Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income. Key outcomes are listed below.**

- Improvement in vocabulary in comparison to non-readers ([Millenium Cohort Study](#))
- Correlation between regularity of reading for pleasure and ability in reading each reinforcing the other as students get older ([Cremin 2019](#), [Torppa 2020](#))
- Better performance in subjects other than English ([Millenium Cohort Study](#))
- Reading for pleasure is one of the most important predictors of test scores at age 16, regardless of background ([OECD](#))
- There is a strong correlation between regular reading for Pleasure and Mental Wellbeing which is separate from other predictors ([NLT 2018](#))
- Reading improves a child's empathy skills ([Oatly 2016](#))
- Interventions developing Reading for Pleasure attitudes (offering book choice and time to read rather than instruction) have a greater influence on reading ability than reading lessons for older children/adults ([Greenberg 2014](#))

# Curriculum Expectations

**National Curriculum Expectations By the end of Year 2, children are expected to:**

- read accurately most words of two or more syllables
- read most words containing common suffixes (-ment, -ness, -ful, -less, -ly) •
- read most common exception words.

**In age-appropriate books, the pupil can:**

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

**In a book that they can already read fluently\*, the pupil can:**

- check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences
- explain what has happened so far in what they have read.

\*90 words per minute (but can vary)

# How do children become readers?

Contrary to what some people believe, reading is not a natural process that happens all on its own. It's a complex process which requires explicit teaching of skills and strategies.

## 5 essential components to reading:

- ▶ **Phonics:** awareness of the relationship between letters and sounds
- ▶ **Phonemic Awareness:** identifying and manipulating sounds in words.
- ▶ **Vocabulary:** the more words encountered, the better children will become at reading and understanding a text.
- ▶ **Fluency:** strong phonic decoding skills + expanding bank of HFWs + awareness of 'tricky words' + amount of time reading at the appropriate level.
- ▶ **Comprehension:** Reading for meaning is the ultimate goal – to understand and connect with a text.

# What does reading look like in school?

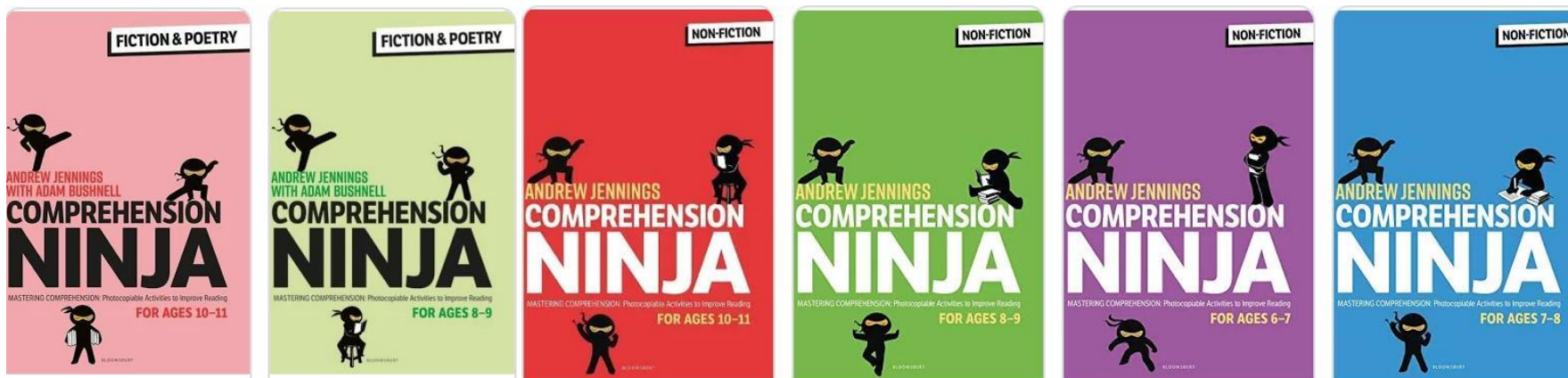
- ▶ EYFS/ Year 1/ Autumn Year 2 – Daily Phonics.

## **Spring and Summer term**

- ▶ Daily comprehension and spelling sessions
- ▶ English lesson with a reading focus
- ▶ High quality texts
- ▶ Reading aloud in all subjects
- ▶ Daily story time
- ▶ 1:1 reading

# Comprehension Ninja

- In order to develop our pupils reading further we have reorganised our timetable to make more time for reading.
- All pupils work on a different text each week at the start of the day exploring vocabulary and developing comprehension skills.
- This may include: looking at meaning of words, finding synonyms and antonyms, deciding whether a point is fact or opinion, sequencing parts of stories.
- We use Comprehension Ninja to support us with this as texts as it includes both fiction and non-fiction texts.



# Reading – The SATS

The Reading Test consists of two separate papers:

- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.



Questions are designed to assess the comprehension and understanding of a child's reading.  
There are a variety of question types:

## Multiple Choice

**1** When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.



1 mark

## Ranking/Ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

## Matching/Labelling

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

**Introduction**

Africa has deserts, forests and mountain areas.

**Clothes**

Traditional African clothes are made from local materials.

**Music and Dance**

Some African people play 'talking drums'.

**Story Time**

## Short-Answer Questions

4

What job did Tony Ross want to do before he became a writer and illustrator?

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1 mark

## Find and Copy Questions

- 16 Look at the paragraph beginning *The greedy man began to climb the vine...*

**Find** and **copy one** word that means the same as *sparkle*.

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1 mark

## Open-Ended Questions

- 6 At the end of the story, Bella was happy. Why?

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1 mark

Content coverage	Paper 1	Paper 2
Draw on knowledge of vocabulary to understand texts.	3 marks	4 marks
Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	9 marks	11 marks
Identify and explain the sequence of events in texts.	1 mark	0 marks
Make inferences from the text.	7 marks	5 marks
Predict what might happen on the basis of what has been read so far.	0 marks	0 marks

# Working at the expected standard:

In age appropriate books, the pupil can:

- Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.

\*Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

The following video is provided by the Department for Education – working at the Expected Level

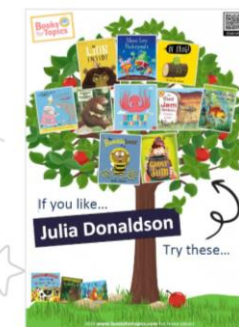
<https://www.youtube.com/watch?v=-v3XOsTF33Y>

# How can you help your child at home?

## Reading for pleasure

- ▶ Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.
- ▶ As global learning company Pearson says, "Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background".
- ▶ Variety of texts & authors
- ▶ Library books
- ▶ Shared reading/ paired reading
- ▶ Audio books - Library apps/ tablets/ Tonies/ Yoto players

### Branching Out: Julia Donaldson



#### If you like Julia Donaldson, try these...

Julia Donaldson's books are firm favourites in many households and classrooms, with a number of her stories (like *The Gruffalo* and *Stick Man*) being considered modern classics. Working with different illustrators, Julia has written over 150 books and is best known for her easy-to-learn rhyming stories and memorable characters.

We've put together a list of **ten similar books for fans of Julia Donaldson**. Readers who love the rhyming pattern of Donaldson's stories might like to try *Aliens Love Underpants* or *The Fish Who Could Wish*. Children looking for more larger-than-life characters will enjoy the *Giant of Jum* or *The Bumblebear* - all about a bear desperate to fit in at bee school. For stories that are brilliant to join in with, we recommend *Where's My Teddy?* or the popular favourite *Di Frog*. If you're looking for a funny new story with a wildly imaginative premise, try *Octopus Shocktopus* or the timeless classic *The Giant Jam Sandwich*.

Browse the full list below of books for children looking for what to read next after Julia Donaldson...

[Download Printable Poster \(PDF\)](#)



# Shared/ Paired Reading

'Only 32% of British children are read to daily by an adult'

'Most parents stop reading to their children by the age of eight.'

'Only 19% of 8-10 year olds have a book read to them daily by an adult.'

- ▶ An opportunity to read books that are above their reading age.
- ▶ Share your favourites - explore together
- ▶ Shared reading - can they read some/ you read some?
- ▶ Explore series & films together etc



# How can you help your child at home?

## Weekly Homework - Comprehension Books

(Where possible to be completed together initially - model the process together)

### Mirroring strategies used in class

- ▶ Read the text together - can they read it aloud?
- ▶ Are there any words that they are unsure of? - discuss meaning
- ▶ Look at the question - can they find and underline the answer in the text?

Gradually children can become more independent with the process.

**Any Questions?**

