

# Reading in Year 2

A Guide for Parents and Carers



# 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.

# How to Help

In everyday life, model explaining why you have made the decisions you have made, e.g. 'I'm going to leave that there so that I remember it later.'

Continue to regularly model clear reading with fluency and expression.

Share your opinions about a book and explain why you think that.

Discuss appropriate national events and explain why they are celebrated annually.

Explain why people react the way they do within certain social situations.



# 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.



# Year 2 Common Exception Words

## Year 2 Common Exception Words

after  
again  
any  
bath  
beautiful  
because  
behind  
both  
break  
busy  
child  
children  
Christmas

class  
climb  
clothes  
could  
cold  
door  
even  
every  
everybody  
eye  
fast  
father  
find

floor  
gold  
grass  
great  
half  
hold  
hour  
improve  
kind  
last  
many  
mind  
money

most  
move  
Mr  
Mrs  
old  
only  
parents  
pass  
past  
path  
people  
plant  
poor

pretty  
prove  
should  
steak  
sugar  
sure  
told  
water  
whole  
who  
wild  
would

# SATs Content Domain Coverage

In the KS1 reading tests, your child's understanding of reading is tested through five different strands, known as 'content domains'.

These content domains are:

## Vocabulary Victor

Content Domain 1a:

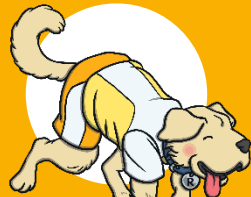
Draw on knowledge of vocabulary to understand texts.



## Rex Retriever

Content Domain 1b:

Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.



## Sequencing Suki

Content Domain 1c:

Identify and explain the sequence of events in texts.



## Inference Iggy

Content Domain 1d:

Make inferences from the text.



## Predicting Pip

Content Domain 1e:

Predict what might happen on the basis of what has been read so far.



Getting your child used to answering questions from each of these content domains prepares them for the SATS reading assessment. Asking a few questions per night will build your child's experience.



# Vocabulary

Vocabulary Victor will help your child to explore how and why authors and poets have chosen to use certain words and phrases.

## Vocabulary Victor

Content Domain 1a:

Draw on knowledge of vocabulary to understand texts.



What does this word/sentence tell you about...  
(fiction feature/non-fiction subject matter)?

Can you find a word/sentence that tells you.../ shows  
you.../backs up what you have said about...?

Why did the author use the word... to describe...?

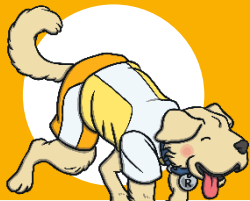
How does this word/description make you feel?

# Retrieval

Rex Retriever will help your child to delve into a text and retrieve the facts exactly as they are written.

## Rex Retriever

Content Domain 1b:  
Identify/explain key  
aspects of fiction  
and non-fiction  
texts such as  
characters, events,  
titles and  
information.



Where/when is the story/poem set?

Is this character a good/bad character?  
How can you tell?

Is there a dilemma in the story? What is it?  
How is the dilemma resolved?

Find your favourite description of the...

# Sequencing

Sequencing Suki likes everything in order!  
She will help your child to sequence events in a text and to  
discuss the order in which things happen.

## Sequencing Suki

Content Domain 1c:

Identify and explain  
the sequence of  
events in texts.



How/where does the story/poem/non-fiction  
text start?

Which character do we meet first?

What is the first/second/last step in  
these instructions?

Put these sentences into the order they happened in.

# Inference

Inference Iggy will help your child to hunt for clues in a text about how someone might be feeling or why something is happening.

**Inference Iggy**  
Content Domain 1d:  
Make inferences  
from the text.



What do you think... is saying/thinking/feeling at this point? Why?

What do you think the author meant when...?

Why does the author use the word ... here?

How do you think the author feels about ...?  
Find words to back this up.

# Prediction

Predicting Pip tries to see the future and she will help your child to work out what might happen next based on what they have already read.

## Predicting Pip

Content Domain 1e:

Predict what might happen on the basis of what has been read so far.



What do you think will happen next?

Where do you think ... will go next? Why?

What might you expect to see in this sort of text?

Can you think of any other stories like this? How do they end? Do you think this will end the same way?



# Brilliant Book List Y2



## Brilliant Book List Y2

Essential reading for every Y2 classroom!



### Suggested Books

**The Big Alfie and Annie Rose Storybook**  
by Shirley Hughes  
**Ronald the Rhino**  
by Twinkl Originals  
**The Dinosaur That Pooped Christmas**  
by Tom Fletcher  
**Fantastic Mr Fox**  
by Roald Dahl  
**Back to Earth with a Bump**  
by Twinkl Originals  
**Flanmalls**  
by Ricky Gervais  
**Flat Stanley**  
by Jeff Brown  
**Fel Fil Fof Fum!**  
by Twinkl Originals  
**George's Marvellous Medicine**  
by Roald Dahl  
**Horrid Henry**  
by Francesca Simon  
**The Making of Milton**  
by Twinkl Originals  
**Treasures in the Garden**  
by Twinkl Originals  
**Little Wolf's Book of Badness**  
by Anthony Clark  
**Man on the Moon**  
by Simon Bartram  
**The Zoo Vet**  
by Twinkl Originals  
**Mr Moplin**  
by Humphrey Carpenter  
**On the Way Home**  
by Jill Murphy  
**Sparks in the Sky**  
by Twinkl Originals  
**The Princess and the Pea**  
by Laiden Child  
**The Day the Dragons Out**  
by Drew Dayneat

### Continued

**Carrot Club**  
by Twinkl Originals  
**The Great Paper Caper**  
by Oliver Jeffers  
**The Hodgehog**  
by Dick King-Smith  
**The Old Toy Room**  
by Twinkl Originals  
**The Magic Faraway Tree**  
by End Blaton  
**The Owl Who Was Afraid of the Dark**  
by Jill Tomlinson  
**A Magical Muddle**  
by Twinkl Originals  
**The True Story of the Three Little Pigs**  
by Jan Scieszka  
**A Christmas Collar**  
by Twinkl Originals  
**Flat Stanley**  
by Jeff Brown  
**The Twits**  
by Roald Dahl  
**Little Acorns**  
by Twinkl Originals  
**Winnie the Witch**  
by Emily Gravett  
**Wolves**  
by Mwenye Hadithi  
**Rameena's Ramadan**  
by Twinkl Originals  
**John's First Day**  
by Twinkl Originals  
**Spells**  
by Emily Gravett  
**The Tunnel**  
by Anthony Browne  
**Pumpkin Soup**  
by Helen Cooper  
**The Huge Bag of Worries**  
by Virginia Ironside

Please note these books are not ordered by Twinkl, they are simply a list of books that could be used when teaching on this theme.  
NB: Some books may appear in more than one year group list.



Page 1 of 3

visit twinkl.com



## Brilliant Book List Y2

Essential reading for every Y2 classroom!



### Suggested Books

**The Big Alfie and Annie Rose Storybook**  
by Shirley Hughes  
**Ronald the Rhino**  
by Twinkl Originals  
**The Dinosaur That Pooped Christmas**  
by Tom Fletcher  
**Fantastic Mr Fox**  
by Roald Dahl  
**Back to Earth with a Bump**  
by Twinkl Originals  
**Flanmalls**  
by Ricky Gervais  
**Flat Stanley**  
by Jeff Brown  
**Fel Fil Fof Fum!**  
by Twinkl Originals  
**George's Marvellous Medicine**  
by Roald Dahl  
**Horrid Henry**  
by Francesca Simon  
**The Making of Milton**  
by Twinkl Originals  
**Treasures in the Garden**  
by Twinkl Originals  
**Little Wolf's Book of Badness**  
by Anthony Clark  
**Man on the Moon**  
by Simon Bartram  
**The Zoo Vet**  
by Twinkl Originals

### Continued

**Carrot Club**  
by Twinkl Originals  
**The Great Paper Caper**  
by Oliver Jeffers  
**The Hodgehog**  
by Dick King-Smith  
**The Old Toy Room**  
by Twinkl Originals  
**The Magic Faraway Tree**  
by End Blaton  
**The Owl Who Was Afraid of the Dark**  
by Jill Tomlinson  
**A Magical Muddle**  
by Twinkl Originals  
**The True Story of the Three Little Pigs**  
by Jan Scieszka  
**A Christmas Collar**  
by Twinkl Originals  
**Flat Stanley**  
by Jeff Brown  
**The Twits**  
by Roald Dahl  
**Little Acorns**  
by Twinkl Originals  
**Winnie the Witch**  
by Emily Gravett  
**Wolves**  
by Mwenye Hadithi  
**Rameena's Ramadan**  
by Twinkl Originals

# Helping Your Child at Home

Talk about what can be inferred from the pictures before you read the text, e.g. 'Why might the girl on the cover be sad?'

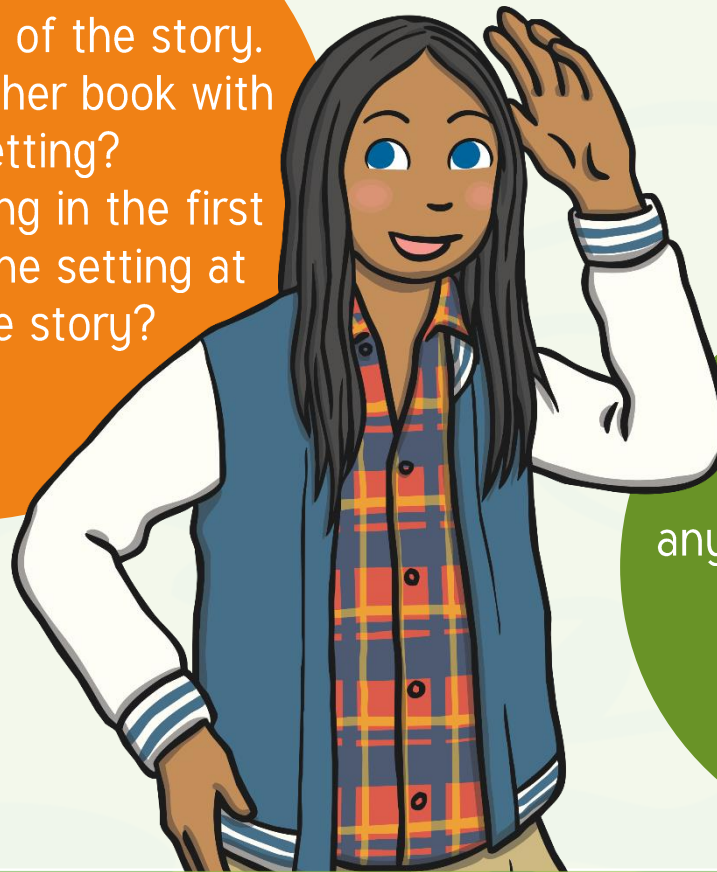
Discuss alternative words the author could have used, e.g. 'Happy is a bit of a boring adjective, isn't it? What word could we use instead?'

Make predictions and be able to justify them.



# Helping Your Child at Home

Discuss the setting of the story.  
Have you read another book with  
the same setting?  
How does the setting in the first  
chapter differ to the setting at  
the end of the story?



Have you learnt  
anything while reading this  
book that you didn't  
know before?

# Reading Every Day

Reading **to** your child every day is just as important as hearing your child read to you.

Reading to your child will help your child to develop their understanding of what they hear. It can also inspire them to want to read for themselves.

Try to read to your child at a higher level than they can read by themselves.

Remember to talk about new words you come across together.  
Why not use a dictionary?



# Reading Game Ideas

Playing simple reading games will help your child to see the relevance of reading while having fun.



Play board games that include reading. Ask your child to read out the clues.





# Reading Game Ideas

Playing simple reading games will help your child to see the relevance of reading while having fun.



Ask your child to read menus, notices or posters when you are out and about.



# Reading Game Ideas

Playing simple reading games will help your child to see the relevance of reading while having fun.



Hide notes with words or sentences on around the house. Encourage your child to hunt for them and to read the notes that they find.





**Have you got any questions?**

