

Reading in year 2

Year 2 READING

Year 2
Word Reading
Continue to apply phonic knowledge and skills as the route to decode words
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
Read words containing common suffixes
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
Read independently demonstrating increasing stamina.
Comprehension
Check that the text makes sense to them as they read and correct inaccurate reading.
Participate in discussion about what they have read, taking turns and listening to what others say.
Answer and ask questions about what is being read.
Discuss the sequence of events in books and how items of information are related.
Discuss the layout of non-fiction books.
Make inferences on the basis of what is being said and done.
Recognise simple recurring literary language in stories and poetry.
Predict what might happen on the basis of what has been read so far.
Draw on what they already know or on background information and vocabulary provided by the teacher
Understand the books they can already read accurately and those they listen to being read aloud.
Pleasure in Reading
Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
Discuss their favourite words and phrases.
Express views about books they have read.

Word reading

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When teaching pupils how to read longer words, pupils should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.

Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

Comprehension

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. by reading 'place' instead of 'palace'.

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

Explain the meaning of new words within the context of what pupils are reading, and encourage them to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.