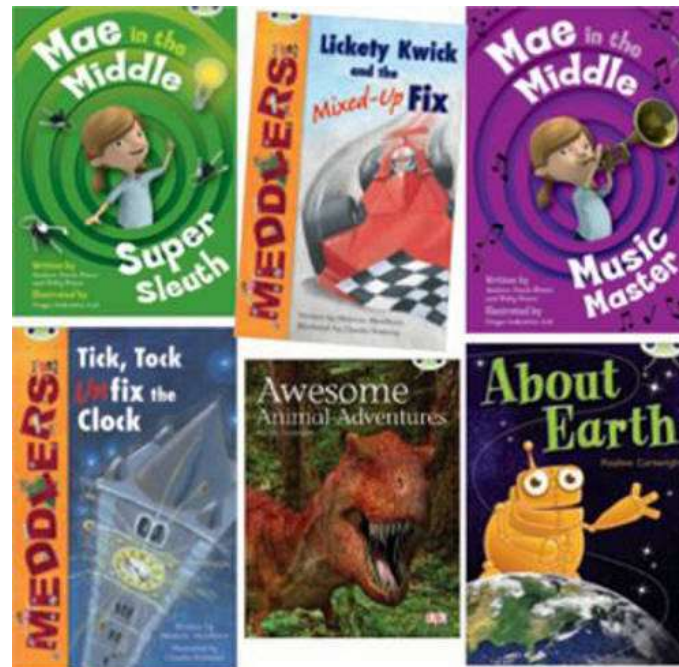


Reading at home

Year 2



Which books to read

There are two types of books you can read with your child:

Books you read to them



Books the children can read themselves



Books you read

Night time story

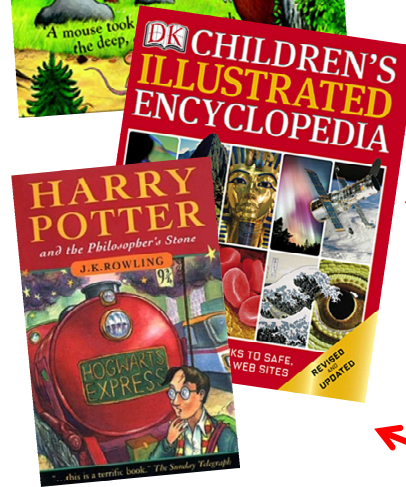
4 – 5 times a week for 15 mins

Story time at school

The children can read some of the words, but not all of them.

These books will have much more **complicated plots and characters.**

The children will develop a **LOVE** of reading

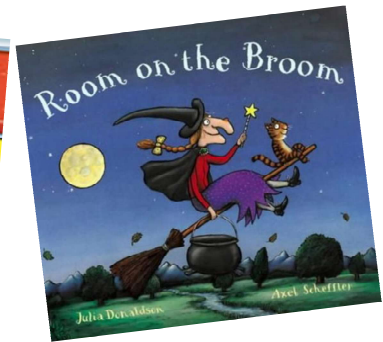
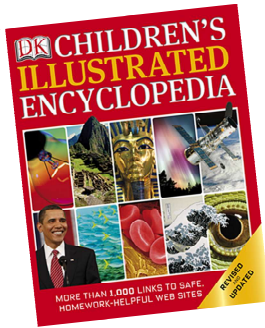
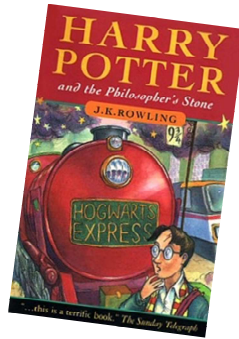
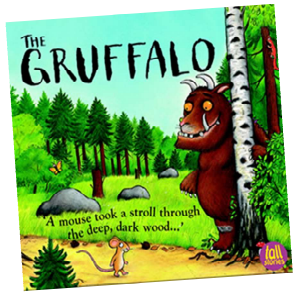


These books develop children's **vocabulary.**

The children will develop **listening comprehension skills.**

You will be **modelling** good reading skills.

Get the most out of each book



What happened in this book?

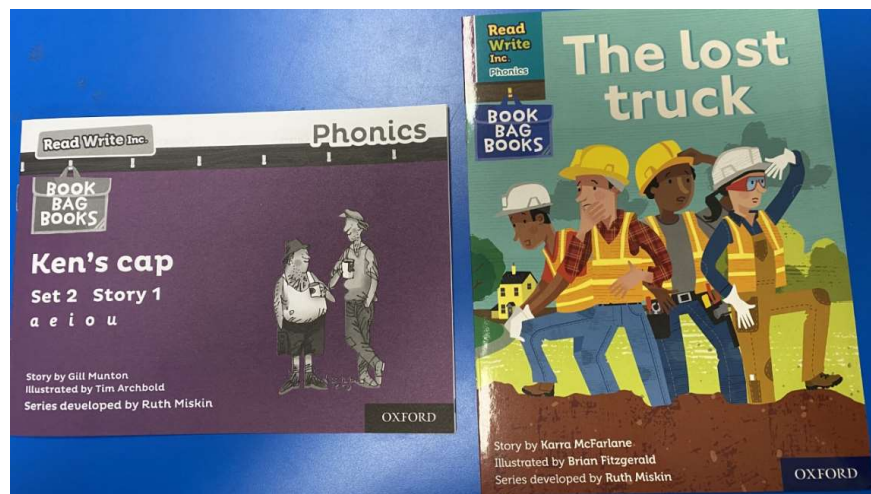
Is the book fact or fiction?

What was your favourite part?

Which is your favourite character?

What do you think will happen next?

Books the children read



Research has shown that when parents read with their child for **8 - 10 minutes, four times a week**, their children have much higher reading levels than those who don't have this experience.



Preparing to read

- Have a **regular special time** when you read (after tea, at bed time, after breakfast)
- Turn the TV, radio, Xbox, iPod etc off. This is a quiet time.
- Sit with them
- Talk a lot - make **predictions** and **links** to their own experiences

During reading

- Praise their **effort** constantly.
- Ask questions to check their **understanding**.
- Play word games.
- If children sound out, make sure that they **blend** the sounds together to make a **real word**.
- Don't get frustrated with them and **stop when they are tired**



Phonics



oo oo ar or ay ee igh ow air ir ou oy or



are ur ow oi er a-e ea i-e o-e u-e ai oa



ire ear ure aw ew cious tion e

Say it, Pinch it, Write it



ue ie au e-e kn ck wh ph

ABC		●	Read
capital letters	finger spaces	full stop	read it again

If they are stuck on a word



- **Don't tell them the words straight away** or they will get used to looking to you for the answer and not bother to apply strategies they know for reading.
- **Pause** - give them time to think about it
- Encourage them to **sound out** – Fred Talk.
- Break the word down into **chunks** - can they read part of it, see a smaller word within the word e.g. Is it a compound word? e.g. bedroom, greenhouse
- Tell them to leave that word and **read the rest of the sentence**. Now ask them what word they think would make the sentence make sense
- If they still can't work out what the word says, then **tell them** what it is and reward their efforts with praise.
- Don't make a fuss about mistakes - we all make them and it's how we learn

Different types of words

Decodable words

Green words

There are words that can be sounded out.

ship

went

man

rain

snow

Tricky words

Red words

These are words that cannot be sounded out

the

was

said

After reading



- Always **praise** their efforts. Let them know how much progress they are making.
- Ask **questions** to reflect, recap and review.

What happened in this book?

Did you like the book?

Was it a happy or sad ending?

Did the end of the book surprise you?

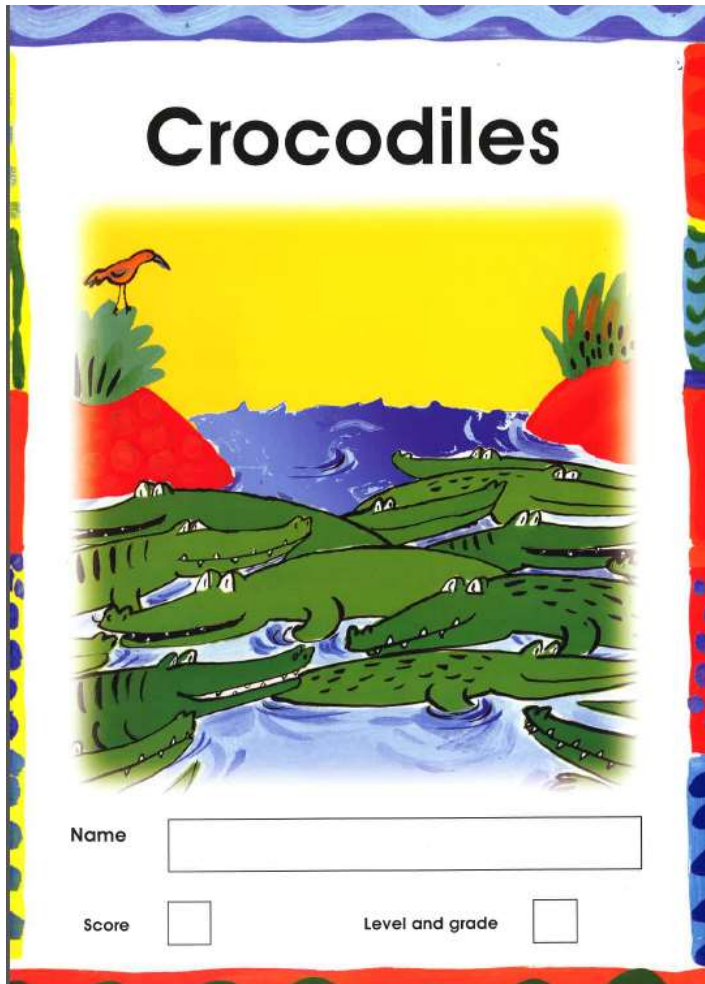


Encouraging reluctant readers

- It can take children time (years) to develop **reading stamina**. Therefore you can take turns reading a page each.
- Keep it **fun**; short and sweet is best (10 mins each day is enough)
- Make it a **special time** for you both.
- **Let the teachers know** if you are struggling to get your child reading.
- Encourage children to **show off their reading** to Dad, Granddad, their dog, neighbour, a favourite teacher etc....

SATs

(Standard Attainment Tests)

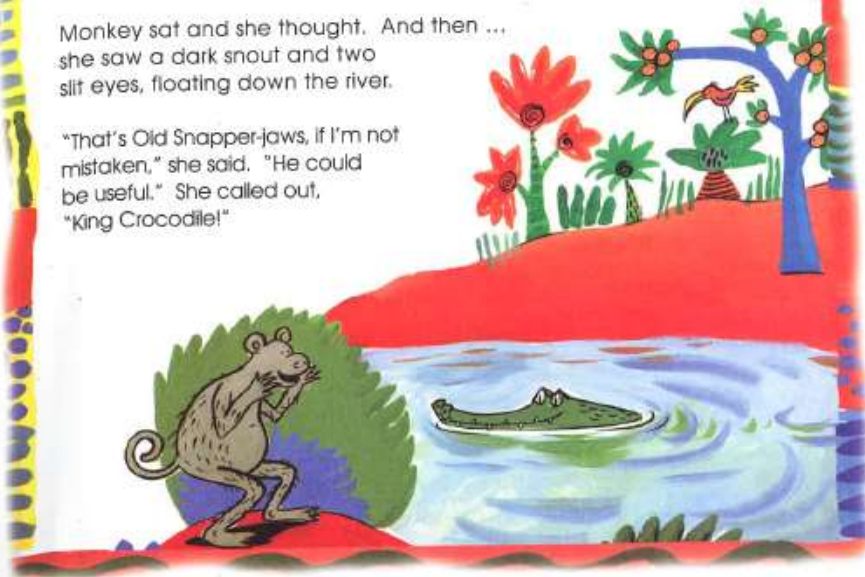


These tests will take place in May

"I must have some mangoes!" she said. "I must! But how can I cross to the other side?"

Monkey sat and she thought. And then ... she saw a dark snout and two slit eyes, floating down the river.

"That's Old Snapper-jaws, if I'm not mistaken," she said. "He could be useful." She called out, "King Crocodile!"



1 What would Monkey have to do to get the mangoes?

cross the field

cross the road

cross the river

cross the path



2 What two names did Monkey call Crocodile?

1.

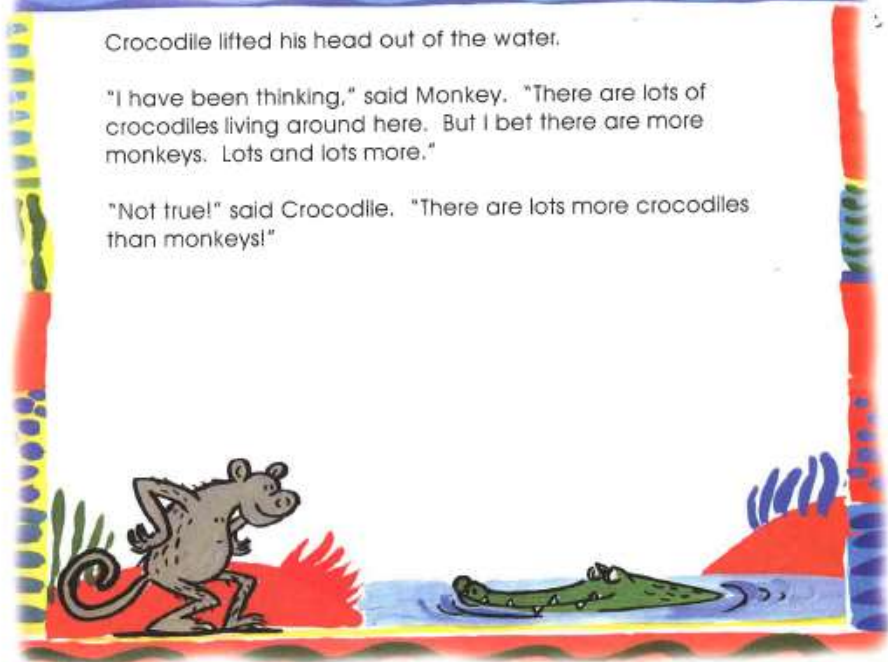


2.

Crocodile lifted his head out of the water.

"I have been thinking," said Monkey. "There are lots of crocodiles living around here. But I bet there are more monkeys. Lots and lots more."

"Not true!" said Crocodile. "There are lots more crocodiles than monkeys!"



3 Why did Crocodile say "Not true"?

because he didn't understand

because he had counted them

because he didn't agree

because he was king



4 Who said there were more crocodiles than monkeys?

.....



"We could do some counting," said Monkey, "and find out."

"And how could we do that?" asked Crocodile.

"Well," said Monkey, "you could go up and down the river and tell all the crocodiles to come here. Then I could do the counting."

"After that, you could get all the monkeys to come," said Crocodile, and he grinned. "And we could ea ... oops ... I mean count them."



5 What did Monkey want Crocodile to do?

..... ○

6 Why did Crocodile grin?

to show his teeth

he thought Monkey was funny

to show he could count

he thought he could eat the monkeys

○

Then Crocodile swam up and down the river, telling his friends to come to a Big Crocodile Count.

It was not long before there was a great big tangle of crocodiles, twisting and turning, in the river near where Monkey sat.



7 Who did Crocodile talk to when he went up and down the river?

..... ○

8 Which word tells you that the crocodiles were in a muddle?

tangle

turning

counting

swam

○

□

Questions?





Thank you for coming