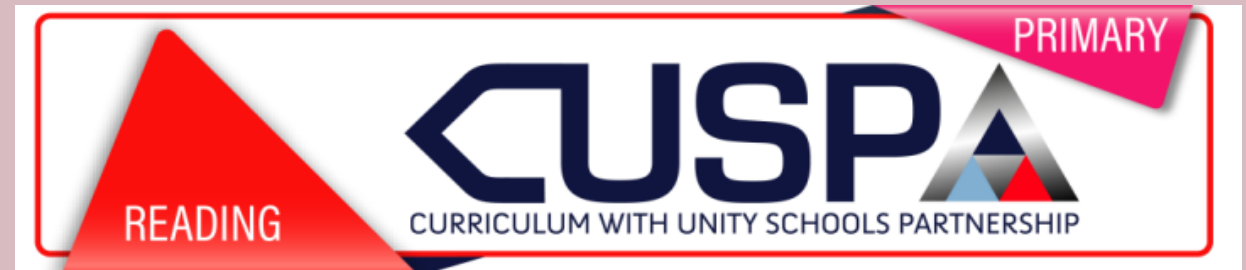
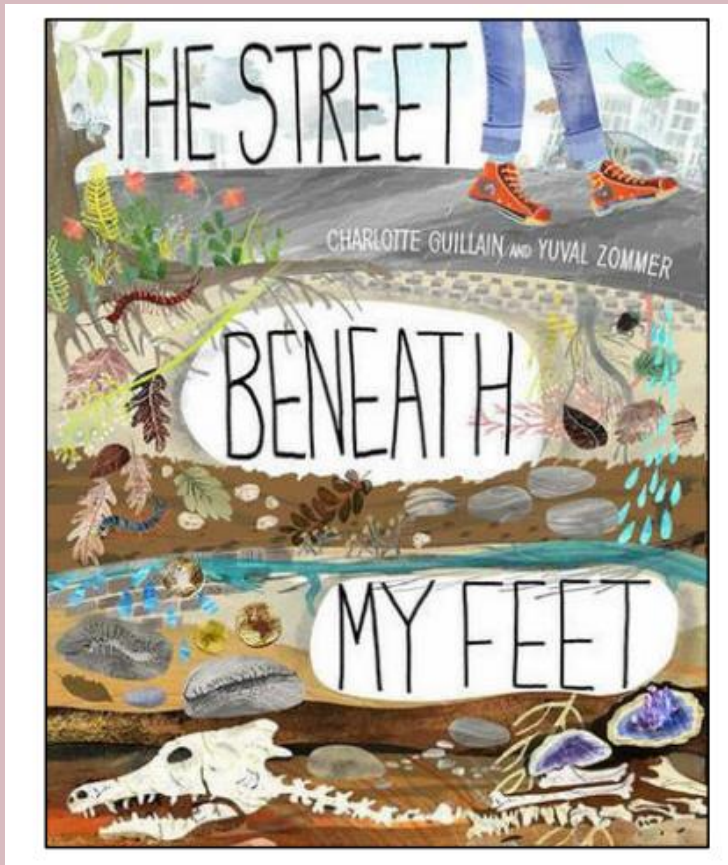


# Year 2 Family Learning

Reading at Floreat



# Aims of today's CUSP reading session

- ✓ End point for Year 2 pupils
- ✓ Vocabulary
- ✓ Reading extract from our lesson
- ✓ Inferencing and task
- ✓ How to help at home

# National requirements for reading in Year 2 – Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

# National requirements for reading in Year 2 – Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - ✓ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - ✓ discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

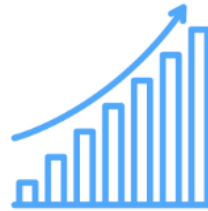
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - ✓ drawing on what they already know or on background information and vocabulary provided by the teacher
  - ✓ checking that the text makes sense to them as they read and correcting inaccurate reading
  - ✓ making inferences on the basis of what is being said and done
  - ✓ answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
  - ✓ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## Connected



Our work is built around  
|  
cognitive load theory  
|  
principles of instruction  
|  
evidence informed practice

## Cumulative



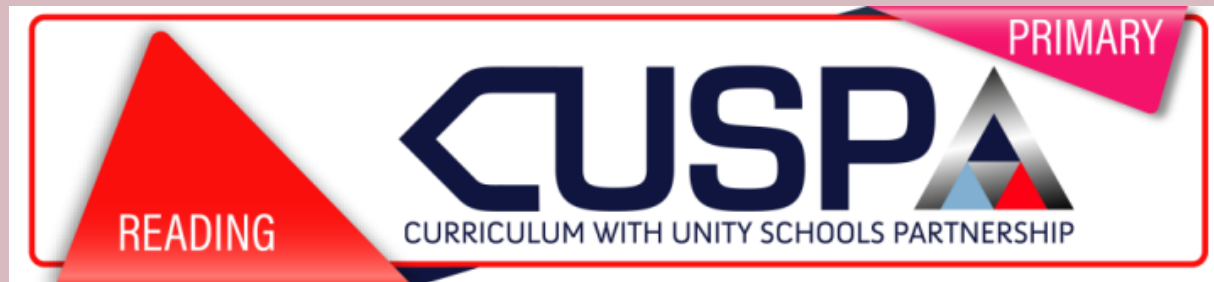
We believe learning isn't an event  
|  
It must be  
knowledge-rich  
|  
vocabulary-rich  
|  
skilful

## Coherent



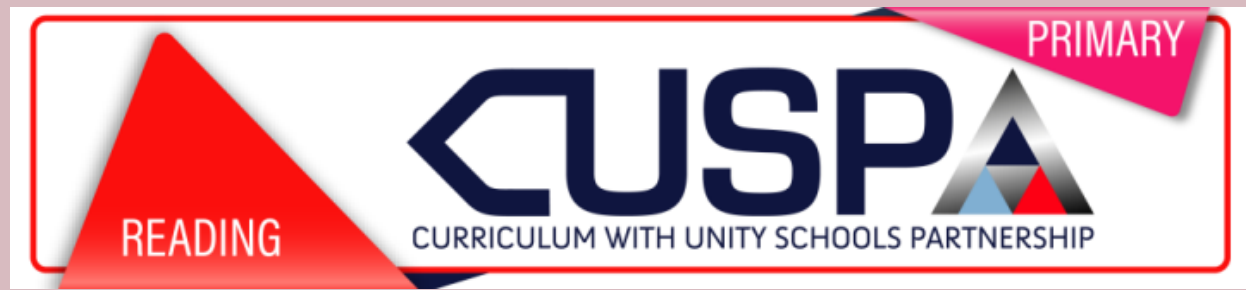
Sequence matters  
|  
systematically planned  
|  
explicit instruction  
|  
supports acquisition of curriculum  
content





## Year 2 CUSP reading books





1. Vocabulary
2. Explain
3. Example
4. Attempt
5. Apply
6. Deeper thinking



# Vocabulary:

- shuffled



- hunched



- scrambled



- pecked



# Introduction

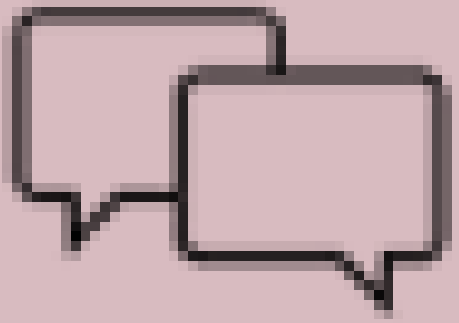
# Inferencing:

What does inference mean?

Talk to your perfect partner.

Inferencing means coming to a conclusion using the clues given and your reasoning skills.





Explain:

To infer means ...

## Looking down, looking up

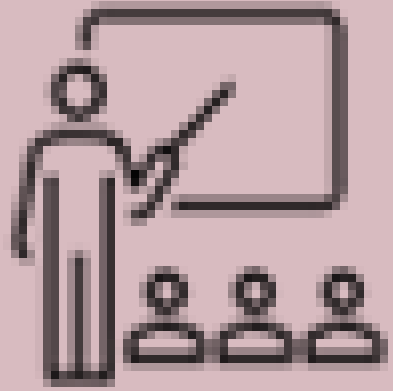
It was another school day. Kiko shuffled along the same old path he walked every morning. His feet dragged, his shoulders were hunched and his eyes stared blankly at the ground. Sometimes, he made sure not to tread on the cracks in the pavement. Today, he could not even be bothered to play that game.

As he walked past the park, he heard a strange noise above him. It was like a rapid drumming on a hollow wooden box. There it was again. He stopped walking and looked up. The trees were just coming into leaf after a long winter, covering the branches with a fresh green haze. A squirrel scrambled up a trunk then stopped to look at Kiko. When it saw that the boy was watching, it nipped back out of sight before poking its head out again a little further up. A slight smile crept onto Kiko's face.

Then, he heard the drumming noise again. Following the strange sound with his eyes, he soon spied a black, white and red bird clinging to a trunk. As he watched, the woodpecker bashed its beak against the bark, creating the noise that had stopped him in his tracks. It pecked, rested and pecked again. Then it flew to another tree and tried once more.

Suddenly, Kiko remembered that he was supposed to be going to school. He set off with a spring in his step, looking around for other signs of wildlife. The squirrel had been fun but the woodpecker had made a greater impact on him. There was something about the way it tried, thought about it and tried again that impressed Kiko. He wondered whether he could be a bit more like a woodpecker in class.

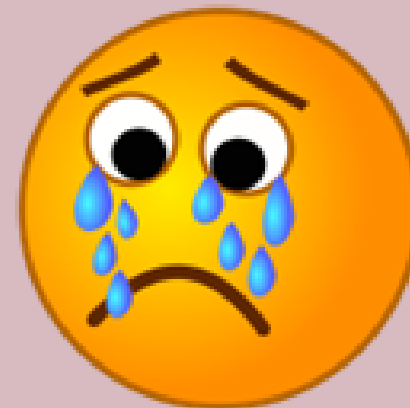




Example:

Which smiley most accurately reflects how Kiko is feeling in the first paragraph?

Circle the smiley and explain how his actions support your view.





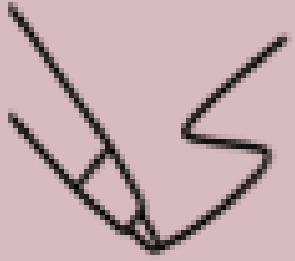


**Attempt:**

Which smiley most accurately reflects how Kiko is feeling at the end of the second paragraph?

Explain which action supports your view.



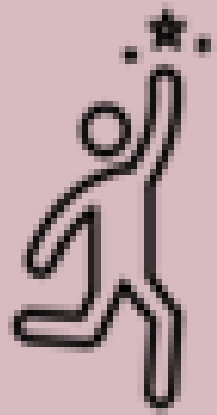


Apply:

*He set off with a spring in his step . . .*

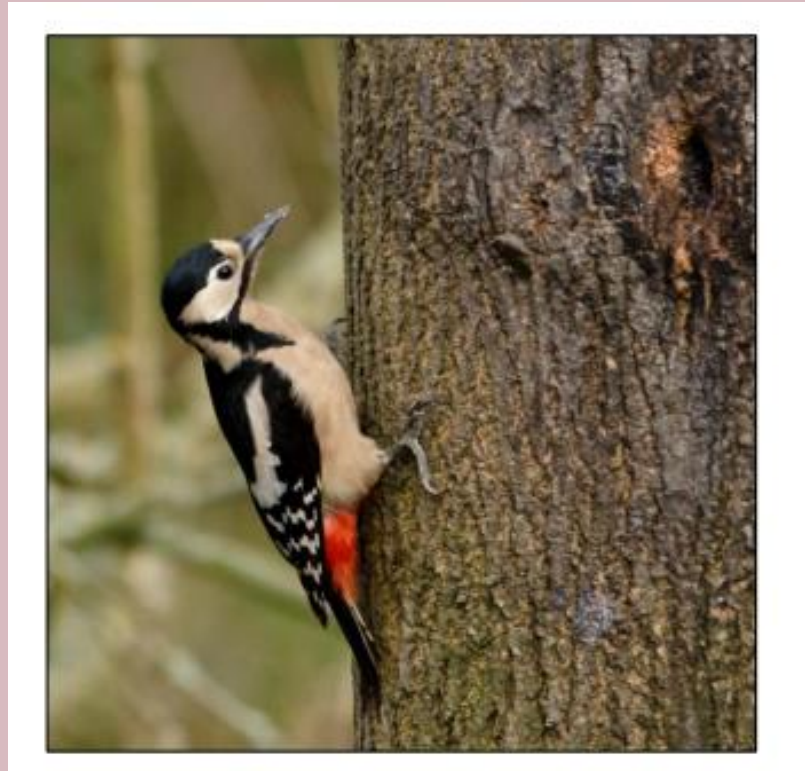
What feeling does the underlined phrase indicate?

Name the emotion he is feeling.



Deeper thinking:

How did the woodpecker change Kiko's day?



## How can I support at home?

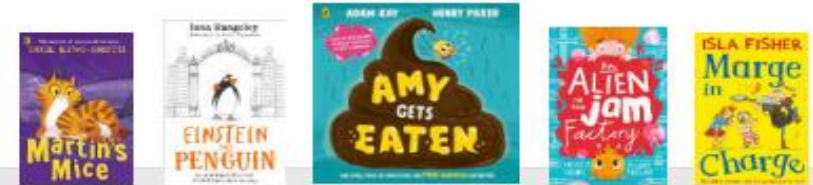
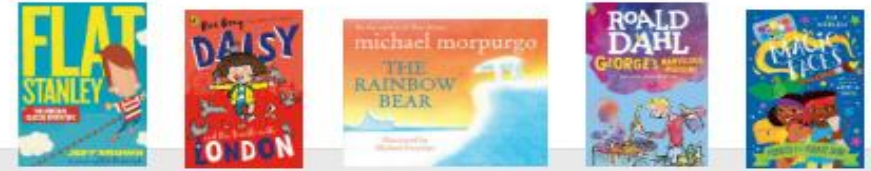
1. Encourage your child to read. We recommend you read at home for at least 10 minutes every day.
2. Read aloud regularly
3. Share a love of reading together – develop **reading for pleasure**
4. Make use of your local library
5. Talk about books
6. Bring reading to life/ make reading active





50 Recommended Reads for...

# Year 2 (ages 6-7)



Or visit [www.booksfortopics.com/year-2](http://www.booksfortopics.com/year-2)

For more primary school booklists, visit [booksfortopics.com](http://booksfortopics.com)

Thank you for attending  
today's session!