Explain	**R**etrieve	**S**equence
Explain your preferences, thoughts and opinions about the text.	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.	Sequence the key events in the story.
Example questions • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?	**Example questions** • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did .... happen? • How did ....? • How many.....? • What happened to......?	**Example questions** • Can you number these events 1-5 in the order that they happened? • What happened after ....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Reading with Your Year 2 Child

Parent Advice Booklet

LANGHAM VILLAGE SCHOOL

National Curriculum Expectations
Year 2

By year 2, children should have developed pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. Whilst in year 2, they must add to this by learning about cause and effect in both narrative and non-fiction texts, e.g. what has prompted a character's behaviour in a story, or why certain dates are commemorated annually?. This skill requires deep thinking and is easier for some children than others.

What This Means for Parents

- 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 model clear reading with fluency and expression.

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

- Discuss reasonable national events and why they are celebrated annually.

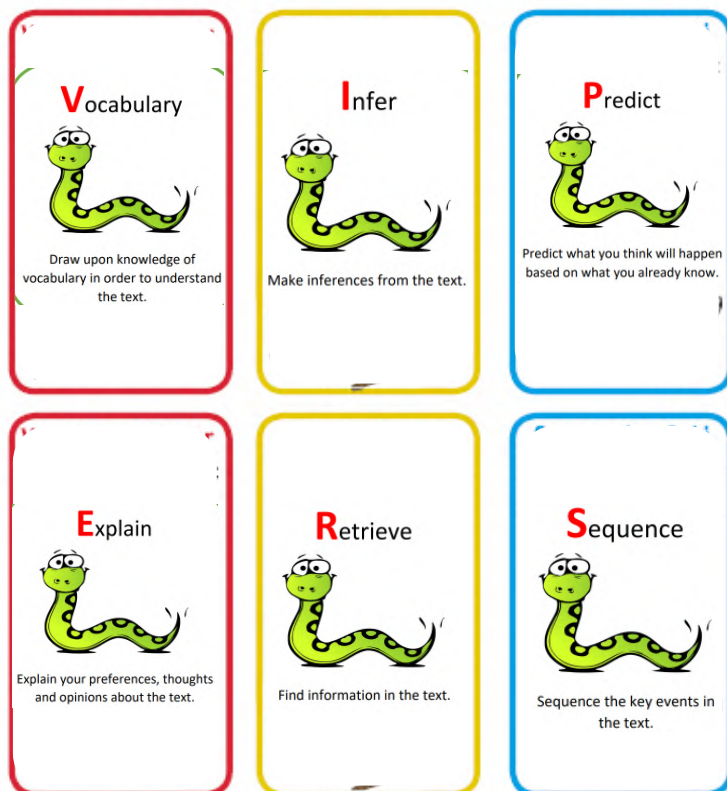- Explain why people react the way they do within social situations.

Getting your child used to answering questions from each of these content domains prepares them for their SATs reading assessment at the end of Year 2. Asking a few of these sample questions per night will build your child's experience.

Vocabulary	Infer	Predict
Draw upon knowledge of vocabulary in order to understand the text.	Make inferences from the text.	Predict what you think will happen based on the information that you have been given.
Example questions	**Example questions**	**Example questions**
• What does the word .... mean in this sentence? • Find and copy a word, which means .... • What does this word or phrase tell you about.........? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think .... is repeated in this section?	• Why was..... feeling.....? • Why did .... happen? • Why did .... say ....? • Can you explain why.....? • What do you think the author intended when they said..........? • How does .... make you feel?	• Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?

VIPERS

infer · explain · retrieve · vocabulary · predict · Sequence
1.)~~~~~
2.)~~~~~
3.)~~~~~
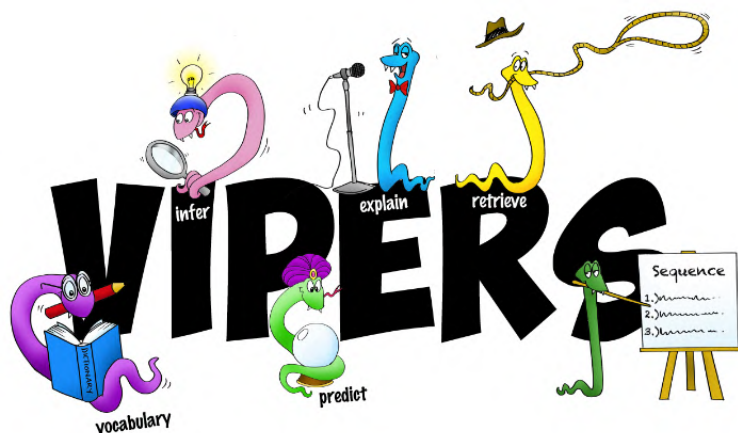
SATs Content Domain Coverage

In the KS1 English Reading Tests, your child's understanding of reading is tested through _____ different strands, known as 'content domains'.

Vocabulary	**I**nfer	**P**redict
Draw upon knowledge of vocabulary in order to understand the text.	Make inferences from the text.	Predict what you think will happen based on what you already know.

Explain	**R**etrieve	**S**equence
Explain your preferences, thoughts and opinions about the text.	Find information in the text.	Sequence the key events in the text.

Year 2 children are expected to:	To support this, you could say:
• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and is fluent	Can you sound it out? Which sounds do you know?
• read familiar words quickly without needing to sound them out	I bet you can find the word................ quicker than me.
• read words containing common suffixes	Can you put your finger on a word that ends in the suffix –less?
• self-correct when they have read a sentence incorrectly	Did that sentence make sense to you? Do you want to try it again?
• use a range of decoding strategies	How could we break it down into smaller chunks?
• retell a story, referring to most of the key events and characters	I've forgotten – what happens in that story again? What were the characters called? What happened after that?
• find the answer to questions in non-fiction, stories and poems	Which part of the text tells me about...? Can you find...?

Year 2 children are expected to:	To support this, you could say:
• decide how useful a non-fiction text is for a particular purpose	If I wanted to learn about..., would this be useful? Why?
• be aware that books are set in different times and places	Do you think this book was set whilst you were alive? What about whilst I was alive? Why?
• relate what they have read to their own experiences	Do you remember when we went to... and saw...? This story reminds me of that.
• continue to build up a repertoire of poems learnt by heart	Could you teach your little brother the words to Twinkle, Twinkle Little Star?
• recognise key themes and ideas within a text	So, it seems like this story says you should always be honest. Do you know any other stories about honesty?
• make simple inferences about thoughts and feelings of characters and reasons for their actions	What do you think... is feeling now? What might they do next? What makes you say that?

Simple Tips for Whilst You Read

- Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?

- Discuss the meaning of words. Support your child with using a dictionary to explore words and their meanings.

- Discuss alternative words. An example would be, 'Happy is a bit of a boring adjective, isn't it? What could we use instead?' Use a thesaurus.

- Make predictions and be able to justify them. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.

- Discuss the setting of the story. Have you read another book with the same setting? What about in a similar time period? Is it set in the past, present or future? How do you know?

- Have you learnt anything whilst reading this book that you didn't know before? Pretend that you have learnt a new fact and explain it.

- Don't be scared of exploring and discussing concepts that appear in the text, such as betrayal, dishonesty, snobbery, etc.