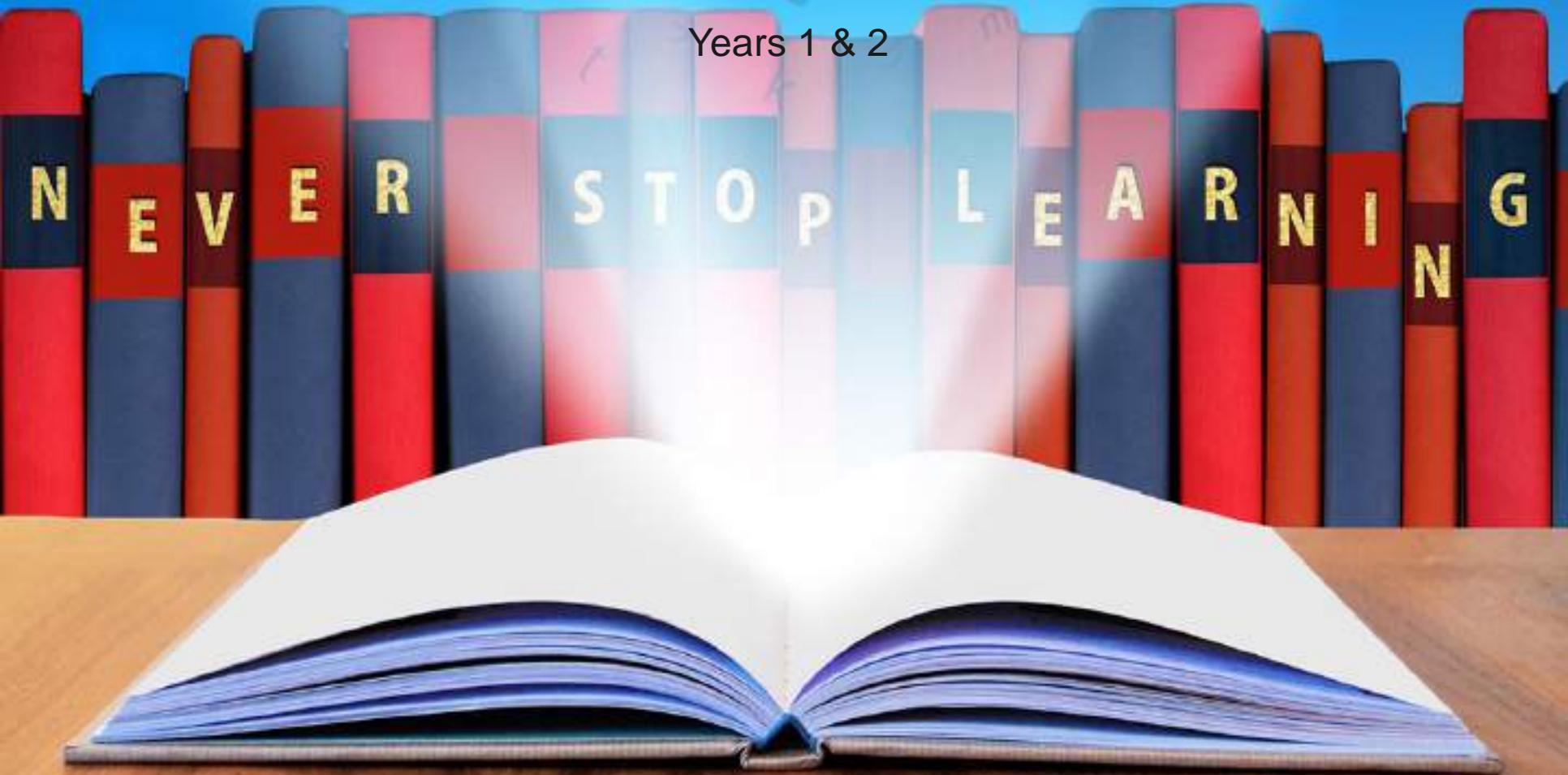


# How to help your child with reading

Years 1 & 2



Please write on a post-it note any specific difficulties you have reading with your child.



# The Power of Reading

- Inspiring a love of reading in children is potentially one of the most powerful ways of improving children's achievement.
- There can be few better ways to improve pupils' chances in school, or in the wider world than to enable them to become truly independent readers.

# The Power of Reading

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.
- It is not a performance.
- It is not a test.

## Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



*90<sup>th</sup> percentile*

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



*50<sup>th</sup> percentile*

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



*10<sup>th</sup> percentile*

By the end of 6<sup>th</sup> grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

# National Curriculum: Year 1

Children need to develop:

pleasure in reading;

motivation to read;

increased vocabulary;

improved level of understanding.

They will do this by frequently listening to:

stories;

poems;

information texts;

texts that they cannot yet read for themselves.

By reading with an adult, children can also be shown the processes of finding information within a book, such as the use of contents or index pages.

# National Curriculum: Year 2

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.

# Phonics

The National Curriculum states that year 1 children must use phonic knowledge as their primary approach to reading unfamiliar words.

Children must be able to read all Phase 2, 3 and 5 graphemes by the end of year 1.

The reason that Phase 4 graphemes are not mentioned is that no new graphemes are taught. Instead, children consolidate their ability to blend words containing a range of consonant clusters.



# Sound Mats

**My Phase 2 Sound Mat**

s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							



**My Phase 3 Sound Mat**

j	v	w	x	y	z	zz	qu
							
ch	sh	th	ng	ai	ee	igh	oa
							
oo	oo	ar	ar	ur	ow	oc	ear
							
air	ure	er					
							



**My Phase 5 Sound Mat**

ay	ou	ie	ea	oy	ir	ue	ue
							
aw	wh	gh	ew	ew	oe	ou	oy
							
a-e	e-e	i-e	o-e	u-e	u-e		
							



# Year 2 Expectations

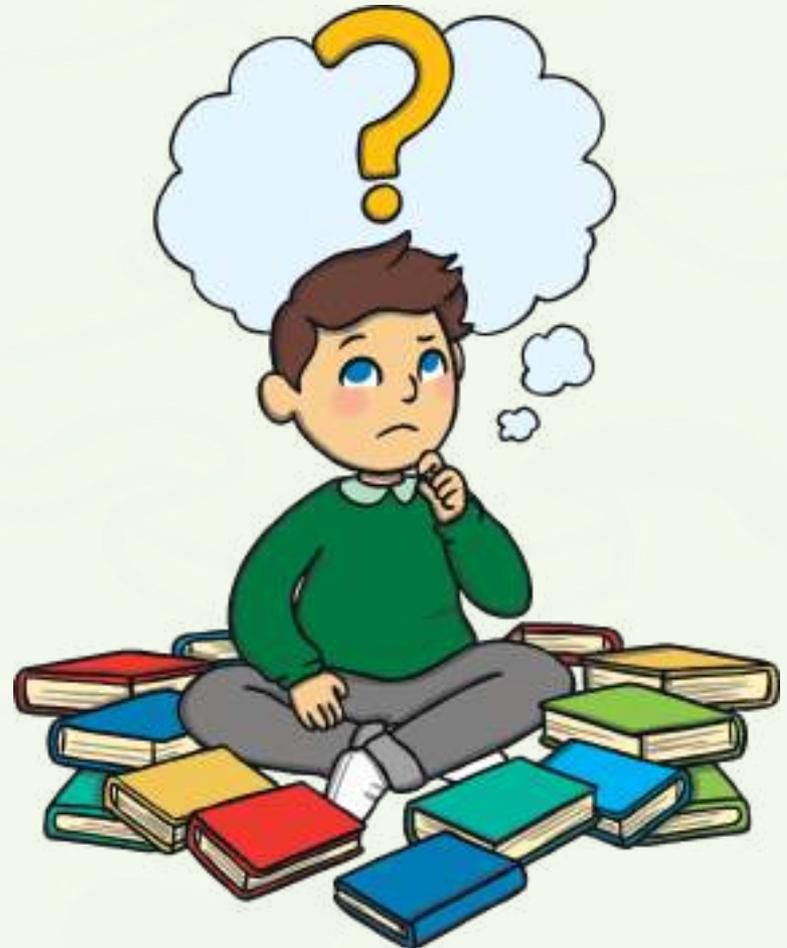
Year 2 children are expected to:

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 1 Common Exception Words

## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

# 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



# How to Help

Initially, reading with your child is about reading **to** them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts, such as: recipe books; nursery rhymes; instruction manuals; leaflets for places you wish to visit; traditional tales.

Show your child how to find information in a book rather than quickly finding it for them.



# VIPERS

There are six reading skills that we learn across the school.

## Reading Vipers

**V**ocabulary  
**I**nterpret  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise



# Vocabulary

Vocabulary explores how and why authors and poets have chosen to use certain words and phrases.

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?

# Inference

Inference is hunting for clues in a text about how someone might be feeling or why something is happening.

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 is trying to see the future and working out what might happen next based on what they have already read.

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?

# Explaining

Explaining is explaining thoughts, preferences and opinions about a text.

Who is your favourite character? Why?

Would you like to live in this setting? Why/why not?

Is there anything you would change about this story?

Why do you think all the main characters in this book are girls?

# Retrieval

Retrieval is delving into a text and retrieving the facts exactly as they are written.

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 is putting events in a text in order and discussing the order in which things happen.

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.



# 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

**Flanimals**  
by Ricky Gervais

**Flat Stanley**  
by Jeff Brown

**Fel F!l F!l Fuml**  
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 Mumble**  
by Humphrey Carpenter

**On the Way Home**  
by Jill Murphy

**Sparks in the Sky**  
by Twinkl Originals

**The Princess and the Pea**  
by Lauren Child

**The Day the Crayons Quit**  
by Drew Daywalt

### 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 Enid Blyton

**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

**Jack'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 endorsed 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.

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# Tips to Help



Turn off the TV so that you can listen to and talk to your child. Model correct speech and pronunciation. Ask your child lots of questions.



Play 'I Spy' games.

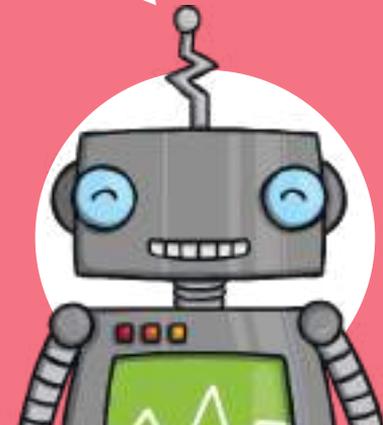
Can you find something beginning with...  
How many... words can you see?



Ask your child to write the weekly shopping list.

Pretend to be a robot.

“Can you bring me your s-o-ck-s?”



# Tips to Help



Pour flour, salt, rice or sugar on a baking tray and spell out words together.



Pretend that you are unable to read particular words within your child's phonic knowledge and ask them to read them to you.



Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.

Play with magnetic letters on the fridge  
Can they spell 'pan'?



# 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 Games

Have a look at the game cards on your table.

Which of these could you play at home?

Maybe have a go!