

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.

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?

Reading with Your Year 2 Child

Parent Advice Booklet



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.

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?

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..

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 that they happened in.

SATs Content Domain Coverage

In the KS1 English Reading Tests, your child's understanding of reading is tested through five different strands, known as 'content domains'. Twinkl's Reading Dogs directly relate to these domains, as follows:

Vocabulary Victor

Content Domain 1a:
Draw on knowledge of vocabulary to understand texts.



Rex Retriever

Content Domain 1b:
Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.



Sequencing Suki

Content Domain 1c:
Identify and explain the sequence of events in texts.



Inference Iggy

Content Domain 1d:
Make inferences from the text.



Predicting Pip

Content Domain 1e:
Predict what might happen on the basis of what has been read so far.



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.

