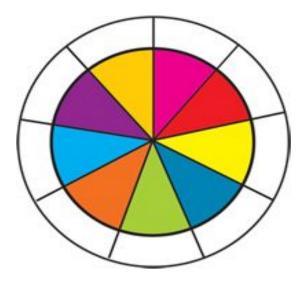
Reading in Year 2

Ponsonby Primary 2018

Reading in Year 1

The Colour Wheel



The Colour Wheel has 9 coloured segments showing different levels of reading. Your child will move around the wheel clockwise starting with Magenta when they are a Year 1 and finishing with gold by the end of their third year at school. The first five segments are covered in Year 1 and the last four segments are covered in Year 2 and Year 3.

Colour Wheel

Year 1

Year 2/3

Magenta	1, 2,		
Red	1, 2, 3		
Yellow	1, 2, 3		
Blue	1, 2, 3		
Green	1, 2, 3		

12 levels

Green	1, 2, 3	
Orange	1, 2	
Turquoise	1, 2	
Purple	1, 2	
Gold	1, 2	
11 levels		

Early Stages of Reading

In the early stages of the colour wheel, Magenta, red and yellow, your child is learning how to read (learning basic reading skills such as-pointing to the words, learning alphabet and high frequency words, beginning to re-tell in <u>some</u> detail, ask and answer <u>some</u> questions) and from blue onwards they are reading to learn, broadening and consolidating their reading abilities with texts that are longer, more complex and include unfamiliar vocabulary language and text structures,

When a child is 6 years of age they should be reading at green level. The reading behaviours expected at green level are:

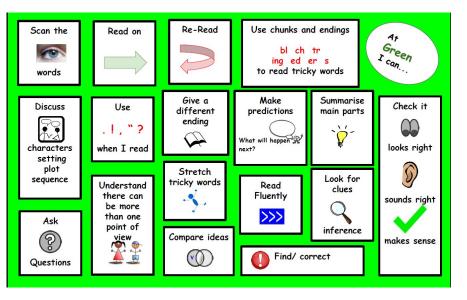
- Summarise main points through discussion
- Say or stretch unfamiliar words looking for blends, chunks, rhyme and word endings
- Recognise high frequency words and make links to other words developing a reading vocabulary.

<mark>At Green</mark>

- Read with fluency and expression
- Ask questions
- Re-read to cross check, confirm and self-check
- Give a different ending to the story
- Make inferences and predictions about what may happen in the text by using pictures, own experiences and phonological knowledge
- Discuss characters, plot, settings in detail

At green level children should be reading fluently, continuing to broaden these other reading skills. If a child is not at green level when they are 6, parents and Mrs Robins, Ms Harford and Term 1 2019 Julia Nissen are informed <u>again</u>.

What it Looks Like - Green

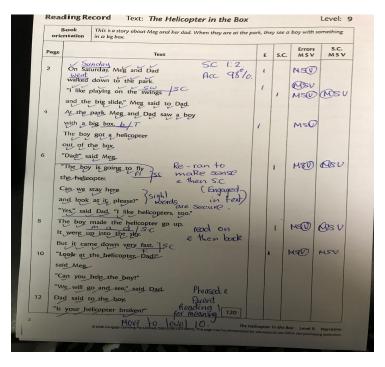


<u>Target Sounds</u> These target sounds are to be recognised, said and identified.					
y (my) At Green I can	<u>Short</u> <u>Vowels</u> a (c <u>a</u> t) e (egg) i (p <u>i</u> n) o (p <u>o</u> t) u (c <u>u</u> p)		thr str spl squ spr scr shr		
<u>Compound Words"a"</u> away again around along ago ahead					

High Frequency Words These high frequency words are intended to be					
recognised and read (not spelt) off by heart. put without don't					
WITHOUT	don't				
can	made				
back	now				
cannot	day				
W	then				
been	has				
after	make				
away	have				
call	good				
something					
there	going				
over	an				
	quency words are d read (not spelt) without can back cannot w been after away call ng there				

Running Record Pre Six Years of Age:

Blue 1



Running Record post six years of age.

Level 19

Book		This is a non-fiction text. It is an information report about fi live in water and on land.			Errors M S V	S.C. MSV
Page		Text	E	s.c.	mst	
th Th	at li	are small animals ve in water and on land. re amplibians. A later ive by ponds, lakes	1		MSO	
4 Frc If so In ant so The ett Fro	slov gs I hot their hot tin ren f gs F	we by points, takes moving water. have soft, damp skin. skin dries out, they die. i need to live near wet places. weather, they oftein sit under wet leaves long grass to keep cool. it is very hot and dry. rogs make holes in mud. re able to stay there safely the sun, until rain falls. ave long back fegs very strong.				
and Mo bet The pus	st fr week week	in leap long distances im very fast. egs have webs of skin h their toes, this of skin help them gainst the water, p- over-muddy ground.				

The Holicent



These are the skills that need to be consolidated before moving on to the next level.

Did the child read the text consistently with natural rhythm and phrasing reflecting a depth of understanding?

Or

Was the reading the text word-by-word reflecting limited or no understanding?



Retelling. Were the main events/facts retold.

It is about frogs

Or

This is about all different types of frogs and where they live. It is about how frogs have to stay damp or their skin will dry out. They and have strong legs. It tells us what they eat It is about tadpoles. It is about how dangerous it can be for frogs

Comprehension questions that check for understanding.

<u>Literal</u>

Why do frogs live near wet places?

Because they die if their skin dries out.

Inferential

Why do frogs die when people spray weeds in the water.

The spray is poisonous.

Reading in Year 2

When you child transitions into the reading levels from Green to Gold it signals and broadening and deepening of the reading curriculum.

A key idea that teachers use to characterise this stage in your child's reading progression:

Children first learn to read, then they read to learn.

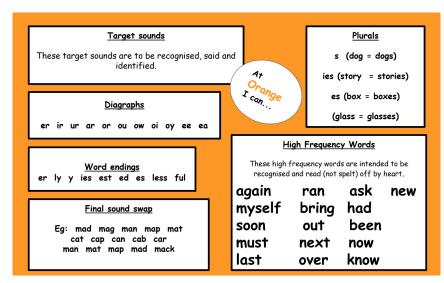
So how do we achieve this?

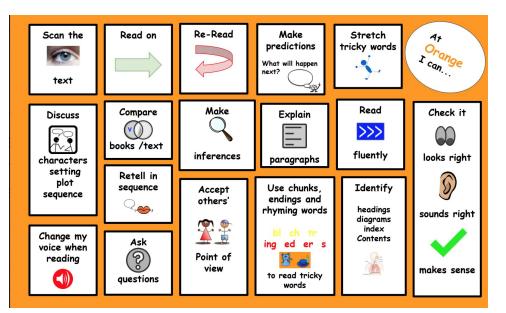
Key Features of the Reading Programme in Yr2

The key features of learning at these levels

- Continued development of reading strategies
- Development of the purposes and enjoyment of reading
- Exploration and expression of ideas in texts
- Developing further knowledge of language features
- Developing an understanding of various text structures
- Targeted learning around phonics/word structure/specific language knowledge.

What it Looks Like - Orange





What it looks Like - Orange

Continued development of reading strategies

- reading on and back, stretching words, using letter blends/sounds/ chunks etc

Development of the purposes and enjoyment of reading

- Read independently by choice, ask others questions during reading, make more in-depth response about a text and share this with others, read wide range of text types

Exploration and expression of ideas in texts

- Make predictions, relate story to personal experience/world knowledge, relate a text to another text, compare and contrast ideas, make inferences, retelling.

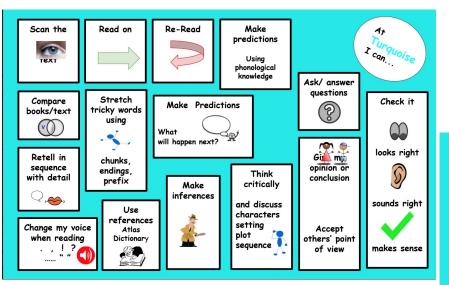
Developing further knowledge of language features/ targeted learning around phonics/word structure etc

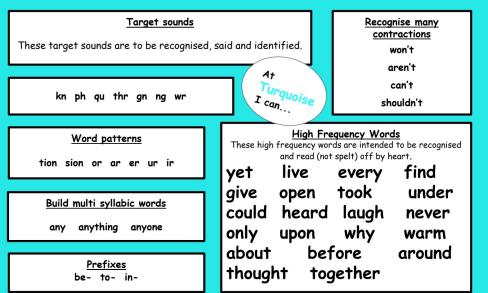
- High frequency words, nouns, verbs, alliteration, contractions, paragraphs.
- identify plurals 's' 'es' 'ies, identify word endings 'ly' 'y' 'er' 'est' 'ed' 'es' 'ies' 'less' 'ful', identify digraphs 'er' 'ir' 'ar' 'ur' 'or' 'ou' 'ow' 'oi' 'oy' 'ee' 'ea', final sound swap

Developing an understanding of various text structures

- Be confident with a wide range of genres how to read these and access the info, discuss themes, connect themes between texts, identify and discuss beginning, middle and end of a text, discuss character, setting, plot, identify diagrams, headings, index and contents,

What it Looks Like - Turquoise





What it Looks Like - Turquoise

Continued development of reading strategies

-check it looks right sounds right and makes sense, read on and back to gain meaning, retell text.

Development of the purposes and enjoyment of reading -read with expression and fluency, read by choice a variety of texts

Exploration and expression of ideas in texts

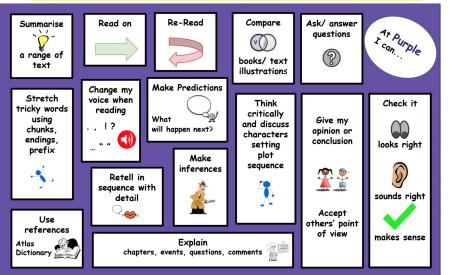
-look at deeper meanings of stories that are not obviously apparent, release may not <mark>agree with text's point of view, talk about interpretation of a texts such as advertisements, make inferences</mark>, make predictions

Developing further knowledge of language features/ targeted learning around phonics/word structure etc - read more challenging vocabulary and develop understandings of this, recognize and be confident with a wide range of contractions, build multisyllabic words 'any' 'anyone' 'anything', know all the turquoise sight word, identify prefixes 'be' 'to' 'in', know siffix 'tion' 'sion', know sounds 'or' 'ar' 'er' 'ur', know blends 'kn' 'ph' 'qu' 'thr' 'gn' 'ng' 'wr', know use of magic e, two vowel rules- first does the talking, word ending in vowel says its name.

Developing an understanding of various text structures

-discuss characters setting plot, identify diagrams headings index and contents, scan text, , ask questions, compare texts, compare illustration styles, use reference tools dictionary and atlas.

What it Looks Like - Purple



<u>Target</u> These target sounds are to be r	recognised, said and identified.	Recognise many contractions won't aren't can't shouldn't
er ir ur or ar or au aw		High Frequency Words These high frequency words are intended to be recognised and read (not spelt) off by heart.
<u>Large vowel sounds</u> ai ay ee ea ie oa ue	Long vowel sound using bossy "e" a_e ate e_e eve	doing high just quick show try work carry done
<u>Final substitution</u> pit pin pip pig pick	i_e hive o_e hope u_e cute	off right wish because other another nothing
<u>Endings</u> nt II ck nd ly	<u>Prefixes</u> pre- un- dis- be- o- in- im- ex-	through enough people until friend anything

What it Looks Like - Purple

Continued development of reading strategies

- check it looks right sounds right and makes sense, read on and back to gain meaning, scan text

Development of the purposes and enjoyment of reading

- Read range of texts silently, r<mark>ead for pleasure</mark>, maintain meaning over complex structures, justify reading choices, read with expression and fluency

Exploration and expression of ideas in texts

-talk confidently about books and authors when retelling, discuss morals and values, justify own opinions, Discuss major characters and the parts they play in sequence of events, compare and contrast settings, understand varying points of view, discuss in detail difference in fact and fiction, make inferences, make predictions, ask questions of text and others.

Developing further knowledge of language features/ targeted learning around phonics/word structure etc -know all the purple high frequency words, develop understanding of how and when more specialised vocab is used. -know bossy vowel 'a_e, e_e, 1_e, o_e, u_e', know prefixes 'pre' 'un' 'dis' 'be' 'o' 'in' 'im' 'ex', long vowel sounds 'ai' 'ay' 'ee' 'ea' 'ie' 'oa' 'ue', know endings 'nt' 'll' 'ck' 'nd' 'ly', know 'er' 'ir' 'ur' 'or' 'au' 'aw' 'ow' 'ou' 'igh'.

Developing an understanding of various text structures

- Be confident with terms chapter, event, question, comment, point out and explain features such as table of contents, index, diagrams, maps, headings, use reference tools dictionary and atlas.



Children should be reading a variety of books as well as the structured reading programme assigned from school. It is really so important to continue to foster a love of reading, extend their vocabulary and for your children to hear you read to them.

Visits to the library, comics, chapter books, meet the 7 fairy tale fairies-books associated with their interests

Scholastic family read a louds- Dr Seuss, Alice in Wonderland, The Little Prince.

Enjoy reading!