

# 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

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

12 levels

Year 2/3

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 some detail, ask and answer some 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.


# At Green

- 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 again.


# What it Looks Like - Green

Scan the




words

Read on



Re-Read




Use chunks and endings

bl ch tr  
ing ed er s  
to read tricky words

At  
Green  
I can...

Discuss




characters  
setting  
plot  
sequence

Use


. ! , " ?

when I read

Give a  
different  
ending




Make  
predictions




What will happen  
next?

Summarise  
main parts




Check it




looks right


Understand  
there can  
be more  
than one  
point of  
view




Stretch  
tricky words



Read  
Fluently




Look for  
clues




inference


Compare ideas



Find/ correct




Check it



sounds right

makes sense



Target Sounds

These target sounds are to be recognised, said and identified.

y (my)

Short Vowels

a (cat)  
e (egg)  
i (pin)  
o (pot)  
u (cup)

thr  
str  
spl  
squ  
spr  
scr  
shr

At  
Green  
I can...

Compound Words "a"

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
first	can	made
some	back	now
ready	cannot	day
tomorrow		then
they	been	has
can't	after	make
saw	away	have
his	call	good
something		will
your	there	going
comes	over	an

# Blue 1

Book orientation		Text: The Helicopter in the Box					Level: 9	
This is a story about Meg and her dad. When they are at the park, they see a boy with something in a big box.								
Page	Text	E	S.C.	Errors MSV	S.C. MSV			
2	<p>✓ <u>Sunday</u> ✓  On Saturday Meg and Dad  <sup>went</sup> walked down to the park.  "I like playing on the swings ✓ <u>SC</u> ✓  and the big slide." Meg said to Dad.</p>	SC 1:2 Acc 98%		MSV				
4	<p>At the park Meg and Dad saw a boy  with a big box. <u>b/t</u>  The boy got a helicopter  out of the box.</p>			MSV				
6	<p>"Dad!" said Meg.  "The boy is going to fly  the helicopter. <u>fl</u> ✓ <u>SC</u>  Can we stay here  and look at it, please?" } Sigh words  "YES" said Dad. "I like helicopters, too." } are secure (Engaged in text)</p>	Re-ran to make sense & then SC		MSV	MSV			
8	<p>The boy made the helicopter go up.  It went up into the sky. <u>SC</u>  But it came down very fast. <u>SC</u>  "Look at the helicopter, Dad!"</p>	read on & then back		MSV	MSV			
10	<p>said Meg.  "Can you help the boy?"  "We will go and see," said Dad.  Dad said to the boy,  "Is your helicopter broken?"</p>			MSV	MSV			
12	<p>Phased e  Fluent  Reading for meaning</p>	120						

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Move to level 10.

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The Helicopter in the Box Level 9 Narrative

# Running Record post six years of age.

Level 19

Level: 19

Reading Record Text: *Frogs*

This is a non-fiction text. It is an information report about frogs. Frogs are amphibians because they live in water and on land.

Page	Text	E	S.C.	Errors MSV	S.C. MSV
2	Frogs are small animals that live in water and on land. They are <sup>am</sup> amphibians. <i>ph la / r</i> Frogs live by ponds, lakes or slow-moving water.	1		M 100	
4	Frogs have soft, damp skin. If their skin dries out, they die, so they need to live near wet places. In hot weather, they often sit under wet leaves and in long grass to keep cool.				
5	When it is very hot and dry, some frogs make holes in mud. They are able to stay there safely out of the sun, until rain falls.				
6	Frogs have long back legs that are very strong. They can leap long distances and swim very fast.				
7	Most frogs have webs of skin between their toes. The webs of skin help them push against the water, and hop over muddy ground.				

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Frogs Level 19 Information Report

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# Fluency

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?

# Comprehension:

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.

## **Literal**

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 your 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

## Target sounds

These target sounds are to be recognised, said and identified.

## Diagrams

er ir ur ar or ou ow oi oy ee ea

## Word endings

er ly y ies est ed es less ful

## Final sound swap

Eg: mad mag man map mat  
cat cap can cab car  
man mat map mad mack

## Plurals

s (dog = dogs)  
ies (story = stories)  
es (box = boxes)  
(glass = glasses)

At  
Orange  
I can...

## High Frequency Words

These high frequency words are intended to be recognised and read (not spelt) off by heart.

again	ran	ask	new
myself	bring	had	
soon	out	been	
must	next	now	
last	over	know	

## Scan the



text

## Read on



## Re-Read



## Make predictions

What will happen next?



## Stretch tricky words



At  
Orange  
I can...

## Discuss



characters  
setting  
plot  
sequence

## Compare



books /text

## Make



inferences

## Explain



paragraphs

## Read



fluently

## Check it



looks right



sounds right



makes sense

Change my  
voice when  
reading



## Ask



questions

Accept  
others'



Point of  
view

Use chunks,  
endings and  
rhyming words

bl ch tr  
ing ed er s



to read tricky  
words

## Identify

headings  
diagrams  
index  
Contents



# 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

**At Turquoise I can...**

- Scan the text** (eye icon)
- Read on** (green arrow icon)
- Re-Read** (red curved arrow icon)
- Make predictions** (Using phonological knowledge)
- Compare books/text** (Venn diagram icon)
- Stretch tricky words using** (stick figure icon)
- Make Predictions** (What will happen next? speech bubble icon)
- Ask/ answer questions** (question mark icon)
- Check it** (looks right: shoes icon; sounds right: ear icon; makes sense: green checkmark icon)
- Retell in sequence with detail** (speech bubble and lips icon)
- chunks, endings, prefix** (stick figure icon)
- Make inferences** (man in hat icon)
- Think critically** (and discuss characters setting plot sequence: stick figure icon)
- Accept others' point of view** (two children icon)
- Change my voice when reading** (voice icon)
- Use references** (Atlas Dictionary icon)

**At Turquoise I can...**

- Target sounds**  
These target sounds are to be recognised, said and identified.  
kn ph qu thr gn ng wr
- Recognise many contractions**  
won't  
aren't  
can't  
shouldn't
- Word patterns**  
tion sion or ar er ur ir
- Build multi syllabic words**  
any anything anyone
- Prefixes**  
be- to- in-
- High Frequency Words**  
These high frequency words are intended to be recognised and read (not spelt) off by heart.  
yet live every find  
give open took under  
could heard laugh never  
only upon why warm  
about before around  
thought together



# 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 agree with text's point of view, talk about interpretation of a texts such as advertisements, make inferences, 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 suffix '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

Summarise  
  
a range of text

Read on

Re-Read

Compare  
  
books/ text illustrations

Ask/ answer questions

At Purple I can...

Stretch tricky words using chunks, endings, prefix

Change my voice when reading  
. , ! ?  
... " "

Make Predictions  
What will happen next?

Think critically and discuss characters setting plot sequence

Give my opinion or conclusion

Check it  
  
looks right  
  
sounds right  
  
makes sense

Use references  
Atlas Dictionary

Retell in sequence with detail

Make inferences

Accept others' point of view

Explain  
chapters, events, questions, comments

Target sounds  
These target sounds are to be recognised, said and identified.  
er ir ur or ar or au aw aw ow ou igh

Recognise many contractions  
won't aren't  
can't shouldn't

High Frequency Words  
These high frequency words are intended to be recognised and read (not spelt) off by heart.  
doing high just  
quick show try  
work carry done  
off right wish  
because other  
another nothing  
through enough  
people until  
friend anything

Large vowel sounds  
ai ay ee ea ie oa ue

Long vowel sound using bossy "e"  
a\_e ate e\_e eve  
i\_e hive o\_e hope  
u\_e cute

Final substitution  
pit pin pip pig pick

Prefixes  
pre- un- dis- be-  
o- in- im- ex-

Endings  
nt ll ck nd ly

At Purple I can...

# 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, **read for pleasure**, 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, i\_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.

# Reading at home

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!