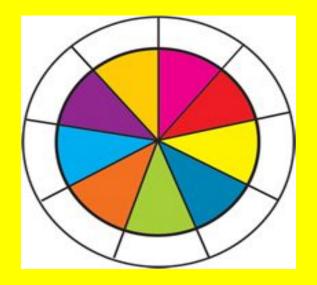
# Reading in Year 2

**Ponsonby Primary 2021** 

### 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

### What we have done at school and will continue to do

- -Homework sheet has stopped so that there is time to have a greater focus on reading
- PM online licenses have been purchased to use at home and in class. Valid for one year.
- -Susan has begun her 6 year old birthday reading and will keep in close contact with parents
- -New books being ordered for the school to amount of students on Year 1 programme.
- -Ms Elzenaar is in the year 2 prgramme

## **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 <a href="mailto:some\_detail">some\_detail</a>, ask and answer <a href="mailto:some\_questions">some\_questions</a>) 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:

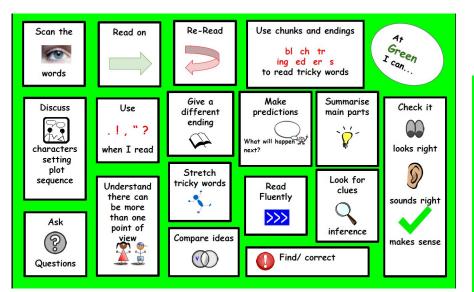
- Summarise main points through discussion
- Say or stretch unfamiliar words looking for blends, chunks, rhyme and word endings
- Recognise high frequency words and make links to other words developing a reading vocabulary.

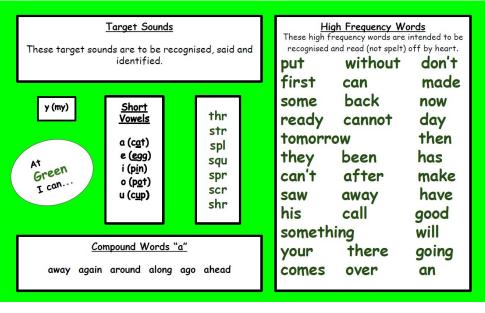
#### At Green

- 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 are informed <u>again</u>.

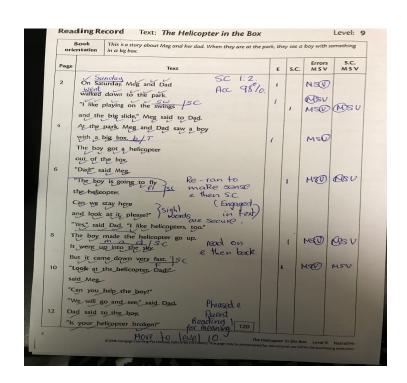
#### What it Looks Like - Green





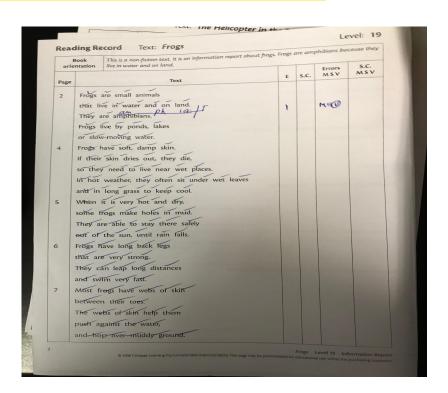
# Running Record Pre Six Years of Age:

Blue 1



# Running Record post six years of age.

Level 19



### **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 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 you child transitions into the reading levels from Green to Gold it signals a 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.

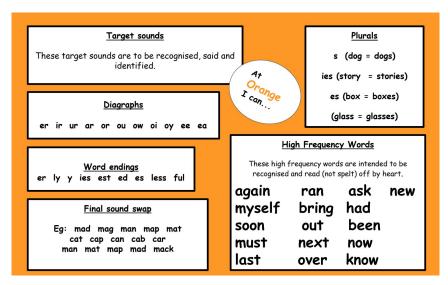
So how do we achieve this?

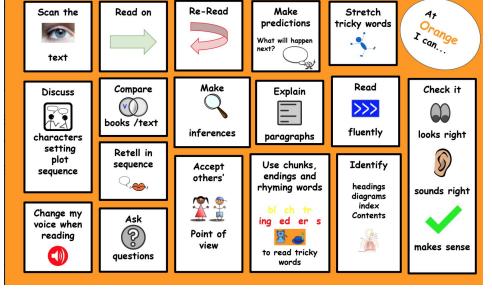
### Key Features of the Reading Programme in Yr2

#### 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 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.

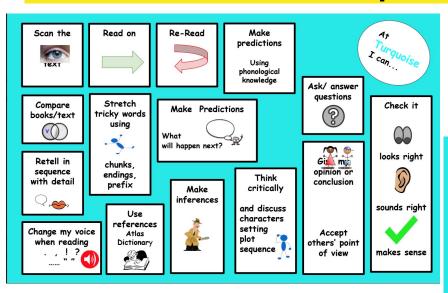
#### Developing further knowledge of language features/ targeted learning around phonics/word structure etc

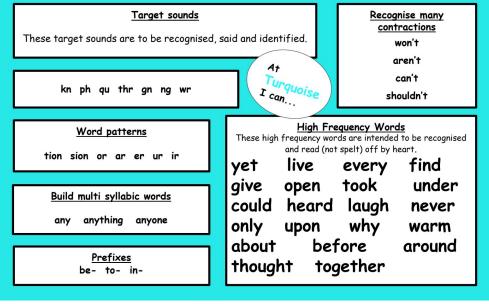
- High frequency words, nouns, verbs, alliteration, contractions, paragraphs.
- identify plurals 's' 'es' 'ies, identify word endings 'ly' 'y' 'er' 'est' 'ed' 'es' 'ies' 'less' 'ful', identify digraphs 'er' 'ir' 'ar' 'ur' 'or' 'ou' 'ow' 'oi' 'oy' 'ee' 'ea', final sound swap

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

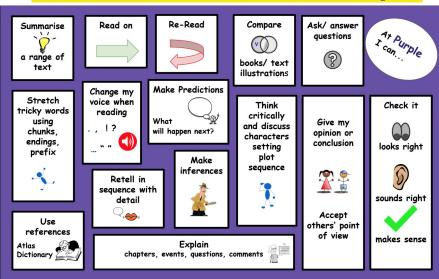
Developing further knowledge of language features/ targeted learning around phonics/word structure etc

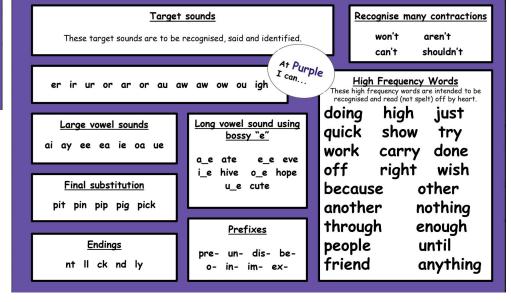
- read more challenging vocabulary and develop understandings of this, recognize and be confident with a wide range of contractions, build multisyllabic words 'any' 'anyone' 'anything', know all the turquoise sight word, identify prefixes 'be' 'to' 'in', know siffix 'tion' 'sion', know sounds 'or' 'ar' '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





### 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, 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

### Reading at home

Needs to be fun and easy. Let them read widely and wildly! Their choice. Encourage them to read all sorts of things. Not just the books they bring home from school. Encourage creativity and foster imagination and a love of reading.

The children love to read things they have written to share with family and friends. Make scrapbooks, plan visits to the library, read books to them, fairy tales and fables, make puppets and plays, read joke books, comics, magazines, poems, rhymes, tongue twisters, songs, chapter books, Scholastic family read aloud books - Dr Seuss, Alice in Wonderland, The Little Prince. Enjoy reading.