

# 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

<b>Magenta</b>	<b>1, 2,</b>
<b>Red</b>	<b>1, 2, 3</b>
<b>Yellow</b>	<b>1, 2, 3</b>
<b>Blue</b>	<b>1, 2, 3</b>
<b>Green</b>	<b>1, 2, 3</b>

12 levels

## Year 2/3

<b>Green</b>	<b>1, 2, 3</b>
<b>Orange</b>	<b>1, 2</b>
<b>Turquoise</b>	<b>1, 2</b>
<b>Purple</b>	<b>1, 2</b>
<b>Gold</b>	<b>1, 2</b>

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 programme

# 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 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




Check it sounds right




Compare ideas




Find/ correct



Check it makes sense



Ask Questions



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...

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

Compound Words "a"

away again around along ago ahead

# Running Record Pre Six Years of Age:

Blue 1

Reading Record		Text: <i>The Helicopter in the Box</i>	Level: 9		
Book orientation	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                      ✓ <u>went</u> ✓ ✓ ✓                      walked down to the park.                      "I like playing on the swings ✓ ✓ ✓                      and the big slide." Meg said to Dad.</p>			MSV	
4	<p>At the park, Meg and Dad saw a boy                      with a big box. ✓ ✓ ✓                      The boy got a helicopter                      out of the box.</p>			MSV	MSV
6	<p>"Dad!" said Meg.                      "The boy is going to fly                      the helicopter." ✓ ✓ ✓                      Can we stay here                      and look at it, please?" } sigh                      "Yes," said Dad. "I like helicopters, too." } words are secure. (Engaged in text)</p>			MSV	MSV
8	<p>The boy made the helicopter go up.                      It went up into the sky. ✓ ✓ ✓                      But it came down very fast. ✓ ✓ ✓</p>			MSV	MSV
10	<p>"Look at the helicopter, Dad!"                      said Meg.                      "Can you help the boy?"                      "We will go and see," said Dad.</p>			MSV	MSV
12	<p>Dad said to the boy,                      "Is your helicopter broken?"</p>			MSV	MSV

Handwritten notes on the page include: "SC 1:2. Acc 98%.", "Re-ran to make sense & then SC", "read on & then back", "Phrased e fluent reading for meaning", and "Have to level 10." A box containing the number "120" is also present.



# 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	<p>Frogs are small animals that live in water and on land. They are amphibians. Frogs live by ponds, lakes or slow-moving water.</p>	1		M 100	
4	<p>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.</p>				
5	<p>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.</p>				
6	<p>Frogs have long back legs that are very strong. They can leap long distances and swim very fast.</p>				
7	<p>Most frogs have webs of skin between their toes. The webs of skin help them push against the water, and hop over muddy ground.</p>				

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Frogs Level 19 Information Report

# 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 your 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

## 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

At  
Orange  
I can...

## Plurals

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

## 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 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
- Read on
- Re-Read
- Make predictions  
Using phonological knowledge
- Compare books/text
- Stretch tricky words using  
chunks, endings, prefix
- Retell in sequence with detail
- Change my voice when reading  
.....!?"
- Use references  
Atlas Dictionary
- Make inferences
- Think critically  
and discuss characters setting plot sequence
- Ask/ answer questions
- Check it  
 looks right  
 sounds right  
 makes sense
- Give my opinion or conclusion
- Accept others' point of view
- Make Predictions  
What will happen next?

**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

**Retell in sequence with detail**

**Make inferences**

**Accept others' point of view**

**Use references**  
Atlas Dictionary

**Explain**  
chapters, events, questions, comments

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

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

**At Purple I can...**

er ir ur or ar or au aw aw ow ou igh

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

**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

doing high just  
quick show try  
work carry done  
off right wish  
because other  
another nothing  
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, **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, cross references, table, dictionaries and atlas**

# 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.