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Reading in Year 2!



Meet the team-The Year 2 teachers



Ms Christina Kelly
Room 17



Ms Rebecca Davis
Room 15



Mrs Susan Robins





The year 1 reading programme



How we assess, Mrs Robins 6 year old birthday reading



Year 2 Daily reading programme



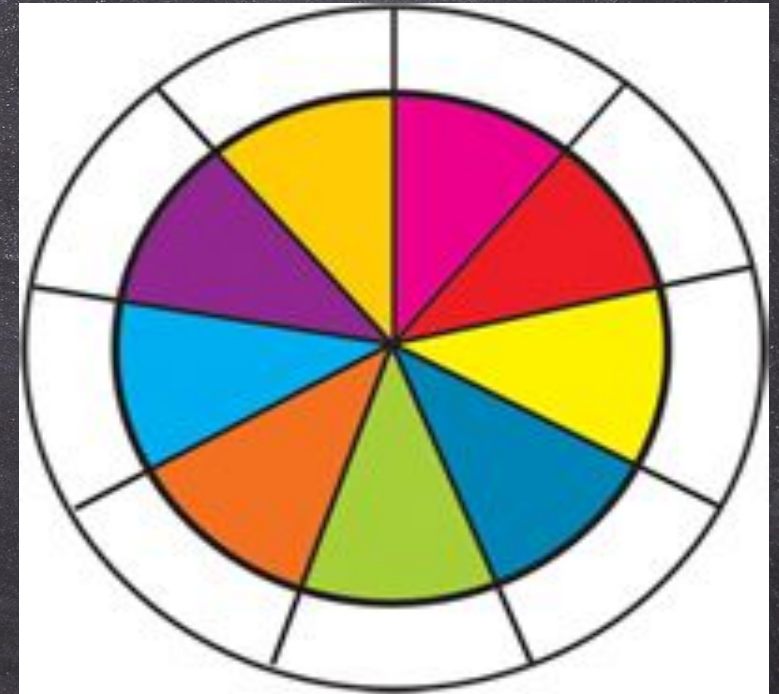
Year 2 reading focus at Orange and Turquoise





Reading in Year 1

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.



The Colour Wheel





Reading levels in years 1, 2 and 3

<u>Year 1</u>	<u>Levels</u>
	<u>12</u>
<u>Magenta</u>	<u>1, 2</u>
<u>Red</u>	<u>1, 2, 3</u>
<u>Yellow</u>	<u>1, 2, 3</u>
<u>Blue</u>	<u>1, 2, 3</u>
<u>Green</u>	<u>1, 2, 3</u>

<u>Year 2</u>	<u>Levels</u>
	<u>7</u>
<u>Green</u>	<u>1, 2, 3</u>
<u>Orange</u>	<u>1, 2</u>
<u>Turquoise</u>	<u>1, 2</u>

<u>Year 3</u>	<u>Levels</u>
	<u>4/5</u>
<u>Purple</u>	<u>1, 2</u>
<u>Gold</u>	<u>1, 2</u>





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)



Magenta 1 text



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

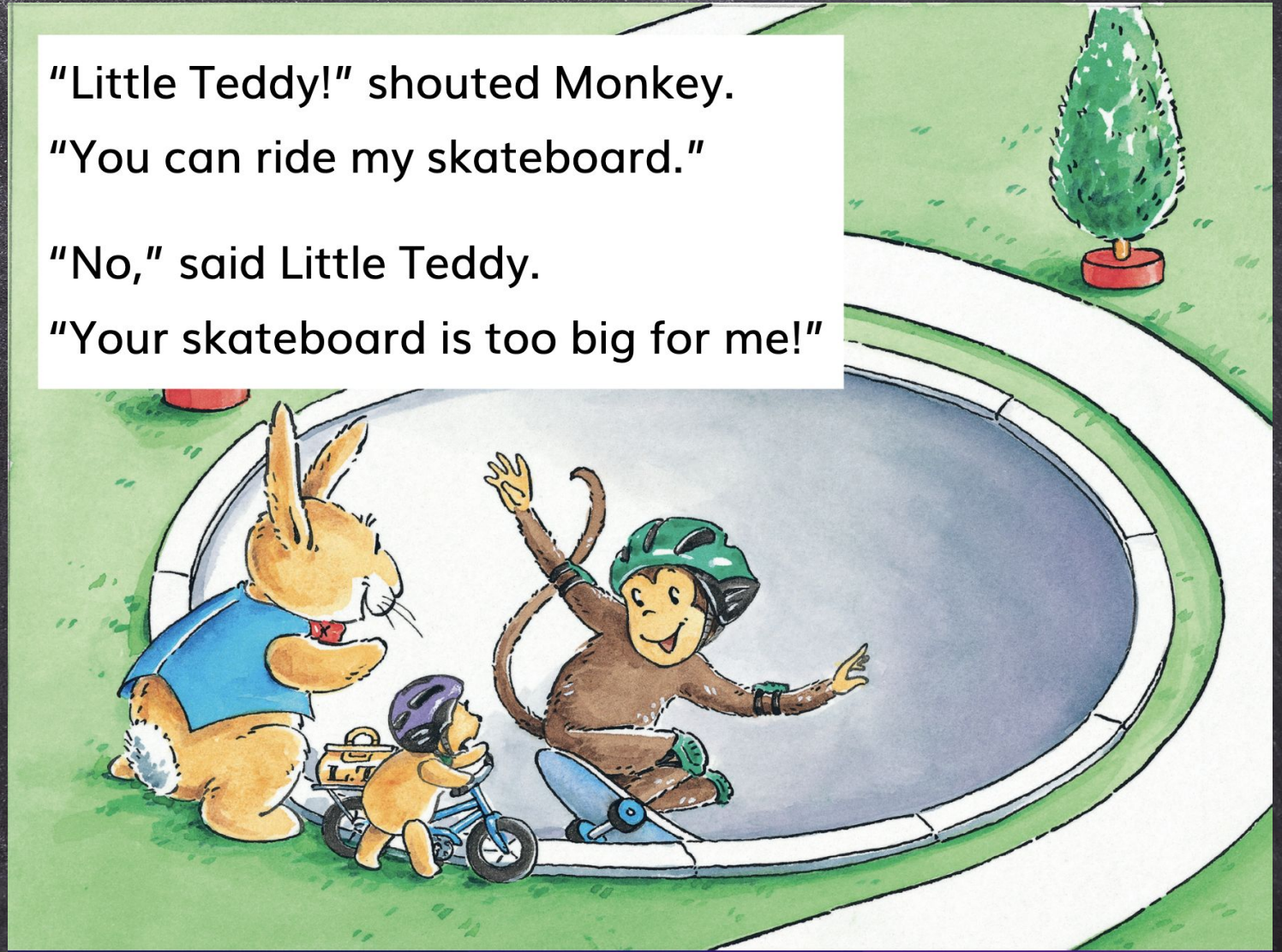
Red 1 text



Kitty Cat is hungry.
Here is a lizard.
Here comes Kitty Cat.

Yellow 1 text

"Little Teddy!" shouted Monkey.
 "You can ride my skateboard."
 "No," said Little Teddy.
 "Your skateboard is too big for me!"





Blue 3 text

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,

Max and Grandad went outside.

"Look at the snow," said Max.

"It's all over the garden."

"It is winter, now, Max,"
said Grandad.

"It will be cold for weeks and weeks."





Green Level reading expectations

- 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
- 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.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Green 3 Text





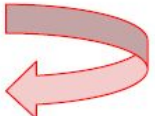













six o'clock



It is six o'clock in the morning.
It is time to wake up.
The sun is up,
and so are the birds.
Cars and trucks
are going up and down the road.
Mum comes in to see me,
and I read my book to her.





<p>Scan the</p>  <p>words</p>	<p>Read on</p> 	<p>Re-Read</p> 	<p>Use chunks and endings</p> <p>bl ch tr ing ed er s to read tricky words</p>	<p>At Green I can...</p>	
<p>Discuss</p>  <p>characters setting plot sequence</p>	<p>Use</p> <p>. ! , " ? when I read</p>	<p>Give a different ending</p> 	<p>Make predictions</p> <p>What will happen next?</p> 		<p>Summarise main parts</p> 
<p>Ask</p>  <p>Questions</p>	<p>Understand there can be more than one point of view</p> 	<p>Stretch tricky words</p> 	<p>Read Fluently</p> 	<p>Look for clues</p>  <p>inference</p>	 <p>sounds right</p>  <p>makes sense</p>
		<p>Compare ideas</p> 	 Find/ correct		





Target Sounds

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

y (my)

At
Green
I can...

Short Vowels

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

thr
str
spl
squ
spr
scr
shr

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





-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.

-Mrs Robins will complete her 6 year old birthday reading and may contact you should your child need support, explaining how her individualised reading system works.





Running Record pre and post six years of age

Level 9 Blue 1

Reading Record		Text: The Helicopter in the Box	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 ✓ <u>and the big slide.</u>" Meg said to Dad. 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. "Dad!" said Meg. "The boy is going to fly the helicopter. Can we stay here and look at it, please?" "Yes," said Dad. "I like helicopters, too." The boy made the helicopter go up. It went up into the sky. But it came down very fast. "Look at the helicopter, Dad!" said Meg. "Can you help the boy?" "We will go and see," said Dad. Dad said to the boy, "Is your helicopter broken?"</p>	<p>SC 1:2 Acc 98%</p>	<p>1 1 </p>			

Level 19 Blue 1

Text: The Helicopter in the

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		MSV	
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>				

2

Frogs Level 19 Information Report

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<u>Fluency</u>	<u>Comprehension</u>
<p>These are the skills that need to be consolidated before moving on to the next level.</p> <p>Did the child read the text consistently with natural rhythm and phrasing reflecting a depth of understanding?</p> <p>Or</p> <p>Was the reading the text word-by-word reflecting limited or no understanding?</p>	<p>Retelling. Were the main events/facts retold.</p> <p>It is about frogs</p> <p>Or</p> <p>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</p>





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.

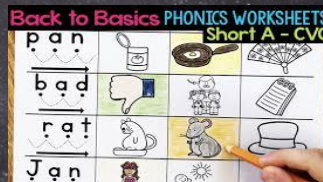
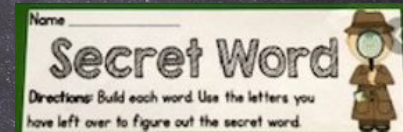
Reading stages	Colour wheel levels	Reading Recovery levels	Year groups
Learning to read	Magenta	1, 2	School entry
	Red	3, 4, 5	
	Yellow	6, 7, 8	
	Blue	9, 10, 11	
Learning to read	Green	12, 13, 14	Junior primary years
	Orange	15, 16	
	Turquoise	17, 18	
	Purple	19, 20	
Developing independence	Gold	21, 22	





Day to day reading programme in year 2

- Shared book + follow up activities
- Teacher completes guided reading groups-small groups/individual
- Reading tumble activities.
- Phonics is taught daily. Yolanda Soryl programme.
- Poetry on Fridays





Key focus for learning at orange and turquoise 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 and forms.
- Targeted learning around phonics/word structure/specific language knowledge.
- To be able to comprehend texts and to think and talk critically about the ideas and language in them.
- Understand the purpose of punctuation features.
- Use phrasing, intonation and emphasis to read expressively.
- Confidently approach challenges in reading and writing.





Target sounds

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

Diagraphs

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	

Orange Level texts

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

Retell in sequence



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



Change my voice when reading



Ask



questions



Orange text

- Group discussion

Think about what the character is feeling. Then read the characters words like that!

What punctuation tells you to read with strong emotion?

Predict what will happen next ...

Chapter 1

A Present for Mum



On Saturday morning,
Kayla ran into Joe's room.

"It's Mum's birthday tomorrow!"
she said.

"Let's get her a little present."

"But we don't have any money,"
said Joe.

"We can sell some of the apples
from our tree," said Kayla.





Turquoise level texts

Target sounds

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

kn ph qu thr gn ng wr

Word patterns

tion sion or ar er ur ir

Build multi syllabic words

any anything anyone

Prefixes

be- to- in-

Recognise many contractions

won't
aren't
can't
shouldn't

At
Turquoise
I can...

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		

Scan the

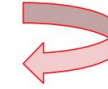


TEXT

Read on



Re-Read



Make predictions

Using phonological knowledge

At
Turquoise
I can...

Compare books/text



Stretch tricky words using



chunks, endings, prefix

Make Predictions

What will happen next?



Ask/ answer questions



Check it



looks right



sounds right



makes sense

Retell in sequence with detail



Change my voice when reading

... ! ?
..... " "

Use references Atlas Dictionary



Make inferences



Think critically

and discuss characters setting plot sequence



Give my opinion or conclusion



Accept others' point of view



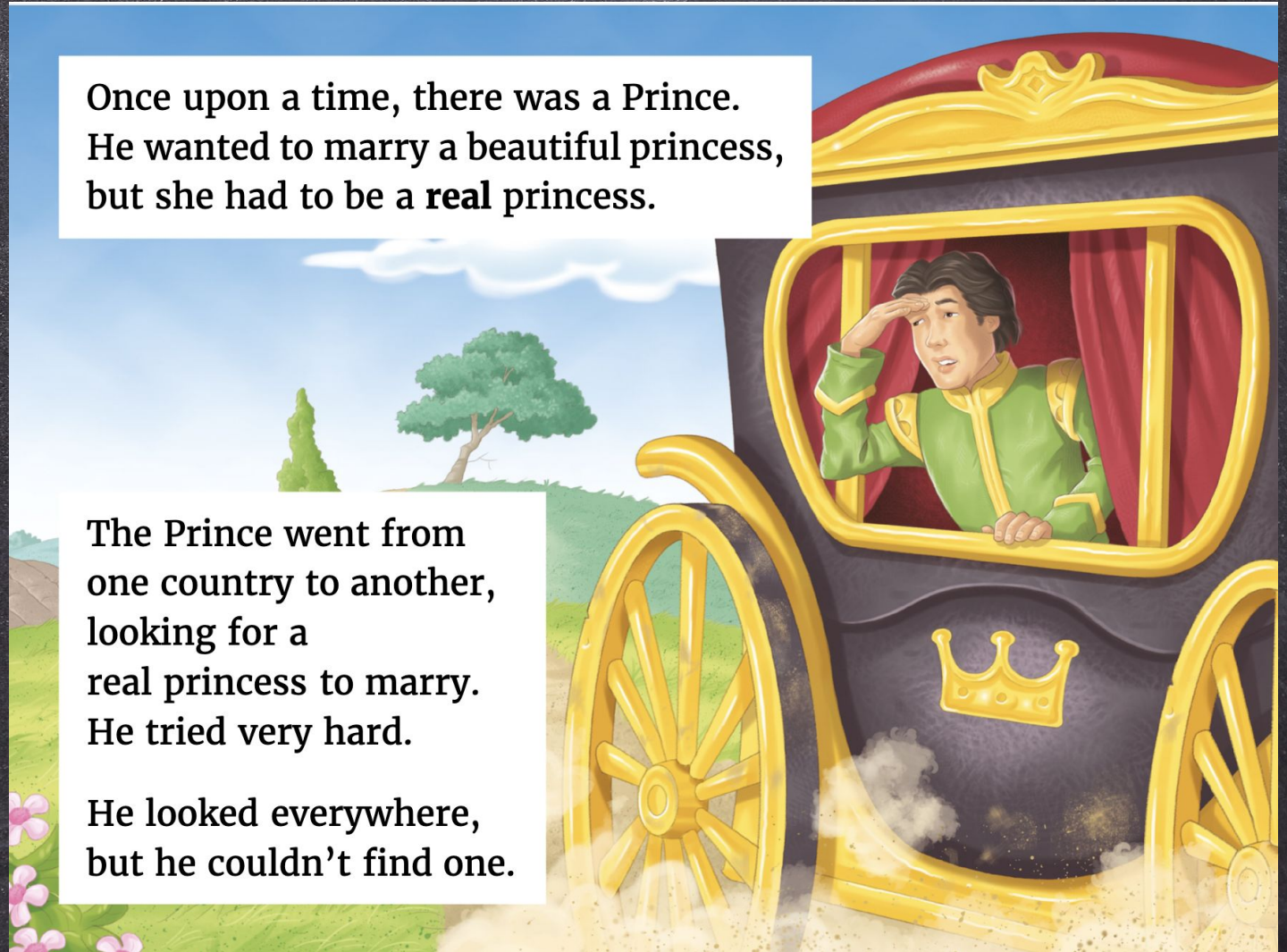
Turquoise text

- Put yourself in the character's shoes.
- What is your opinion about the Prince wanting a **real** princess.
- Think of other stories this reminds you of.
- What is the setting?
- What is the problem?
- Retell the beginning, middle and end of the story in your head.
- What would you do if you were in the story.
- Is the author trying to teach you a lesson?

Once upon a time, there was a Prince.
He wanted to marry a beautiful princess,
but she had to be a **real** princess.

The Prince went from
one country to another,
looking for a
real princess to marry.
He tried very hard.

He looked everywhere,
but he couldn't find one.



Comprehension Skills Focus: Orange & Turquoise



Story Retelling <-----> Narrative Writing



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

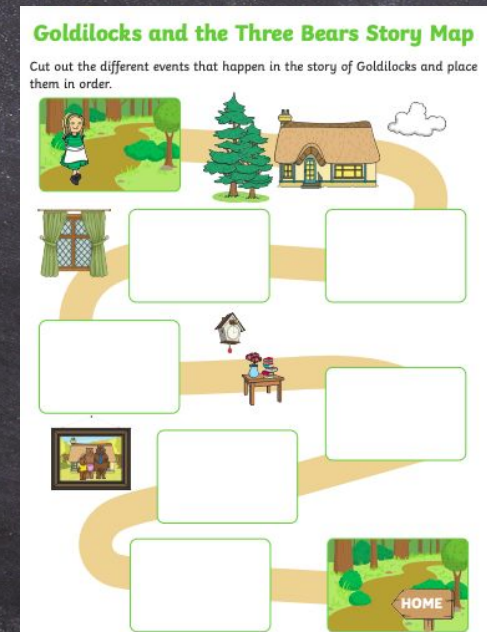
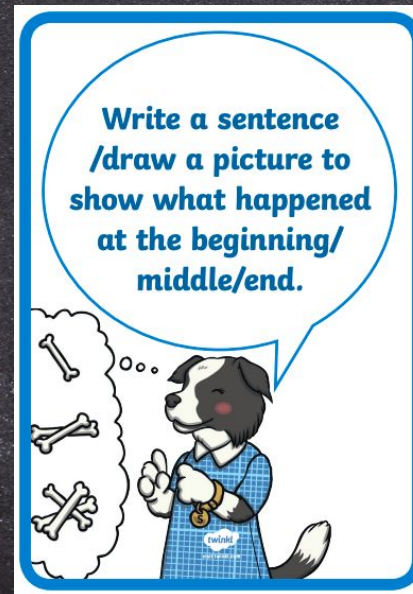
An Introduction to the Totally Pawsome Reading Gang



Comprehension Skills Focus: Orange & Turquoise



Sequence Questions with Sequencing Suki
Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Comprehension Skills Focus: Orange & Turquoise



Prediction Questions with Predicting Pip

Predicting Pip tries to see the future and she will help you work out what might happen next.





Retrieval Questions with Rex Retriever

Rex Retriever will help you to go into a text and retrieve the facts.



4. Put ticks in the table to show which sentences are true and which are false.

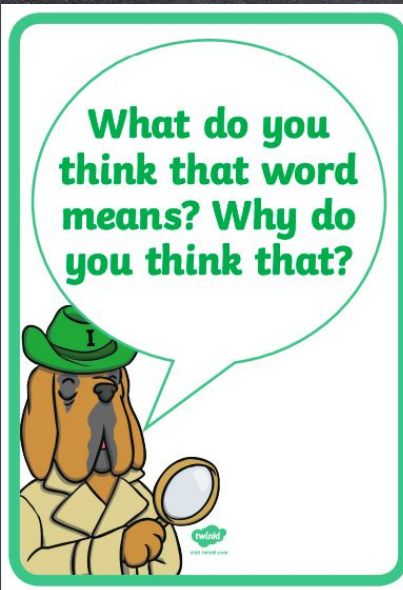
Statement	True	False
The weather is nice.	<input type="checkbox"/>	<input type="checkbox"/>
The children's mum will play with them.	<input type="checkbox"/>	<input type="checkbox"/>
The children will pick fruit from the trees.	<input type="checkbox"/>	<input type="checkbox"/>
The children will always try to listen to their mother.	<input type="checkbox"/>	<input type="checkbox"/>

Comprehension Skills Focus: Orange & Turquoise



Inference Questions with Inference Iggy

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Inference Questions

Some friends are playing outside.

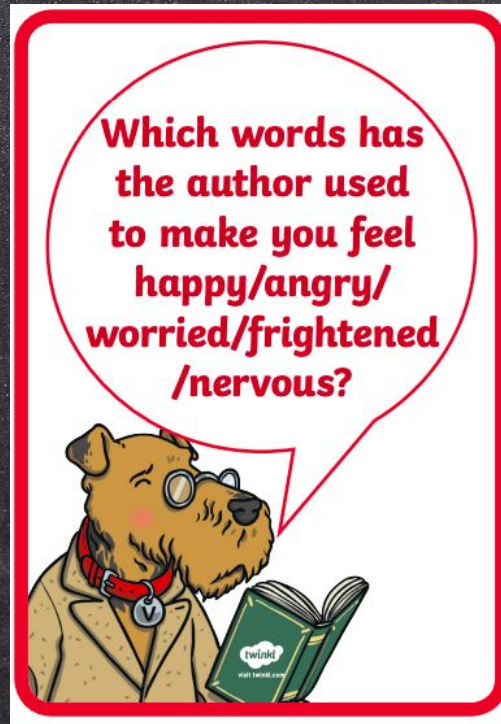
What else might they play with?
Where might they be?
What could they be saying?
What could the weather be like?





Vocabulary Questions with Vocabulary Victor

Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



8 Find and copy two words that describe how scared the king was.

1. _____
2. _____

ADD AN ADJECTIVE



You will need a lead pencil.

Start by labelling your animal.

For example – head, eyes, neck, legs, claws, fins, feathers...

Now use a coloured pencil to add some adjectives to each label.

For example – black eyes, scaly feet, hard shell, sharp claws, long legs, striped fur.

Name: _____

Date: _____



What we have done at school and continue to do

- We have taken away the homework sheet so more time can be given to reading.
- The teachers all completed the Yolanda Sorryl 2 day Phonics programme which teaches the children key skills needed with alphabet and words that will enhance their literacy capabilities
- We have purchased new readers to have at school, ensuring the children have new and exciting content.
- We purchased the PM online reading licenses which was a great tool during lockdown and continues to be used even now in isolation.
- Mrs Robins will be completing her 6 year old birthday reading.
- Ms Elzaneer is also a part of the year 2 reading programme.





Reading at Home

- Needs to be fun and easy
- Let them read widely and wildly
- A range of texts, not just the ones that are sent home
- Encourage creativity, foster imagination and a love of reading
- Children love to read things they have written-make scrapbooks, cards
- Read comics
- Join a local library
- Magazines
- Poetry
- Rhymes
- Tongue twisters
- Songs
- chapter books
- Dr Seuss
- Being read to is also important



Thank
You

