

**Reading in Year 2!**

# **Today's Meeting**

- 1. Year 1 reading programme**
- 2. How we assess, Mrs Nissen's Reading intervention**
- 3. Year 2 daily reading programme**
- 4. Year 2 reading focus at Orange & Turquoise**

# Meet the team-The Year 2 teachers



Mrs Annika Khouri  
Room 15

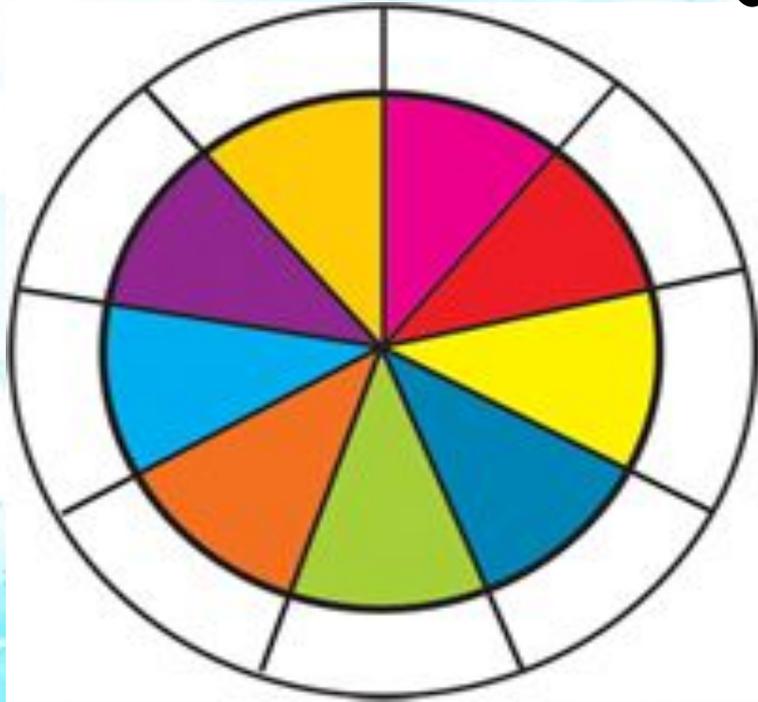


Mrs Kate Hamilton & Mrs  
Rhona Webb  
Room 16



Ms Christina Kelly  
Room 17

# 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.

# Reading Levels

Year 1

Levels

Magenta

1, 2

Red

3, 4, 5

Yellow

6, 7, 8

Blue

9, 10, 11

Green

12, 13, 14

Year 2

Levels

Green

12, 13, 14

Orange

15, 16

Turquoise

17, 18

Year 3

Levels

Purple

19, 20

Gold

21, 22

# Early Stages of Reading

## Magenta 1 text

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)



Look at the butterfly.

# Red 1 Text (Level 3)

Magenta	Level 1
	Level 2
Red	Level 3
	Level 4
	Level 5
Yellow	Level 6
	Level 7
	Level 8
Blue	Level 9
	Level 10
	Level 11
Green	Level 12
	Level 13
	Level 14
Orange	Level 15
	Level 16
Turquoise	Level 17
	Level 18



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

# Yellow 1 Text (Level 6)

Magenta	Level 1
	Level 2
Red	Level 3
	Level 4
	Level 5
Yellow	Level 6
	Level 7
	Level 8
Blue	Level 9
	Level 10
	Level 11
Green	Level 12
	Level 13
	Level 14
Orange	Level 15
	Level 16
Turquoise	Level 17
	Level 18

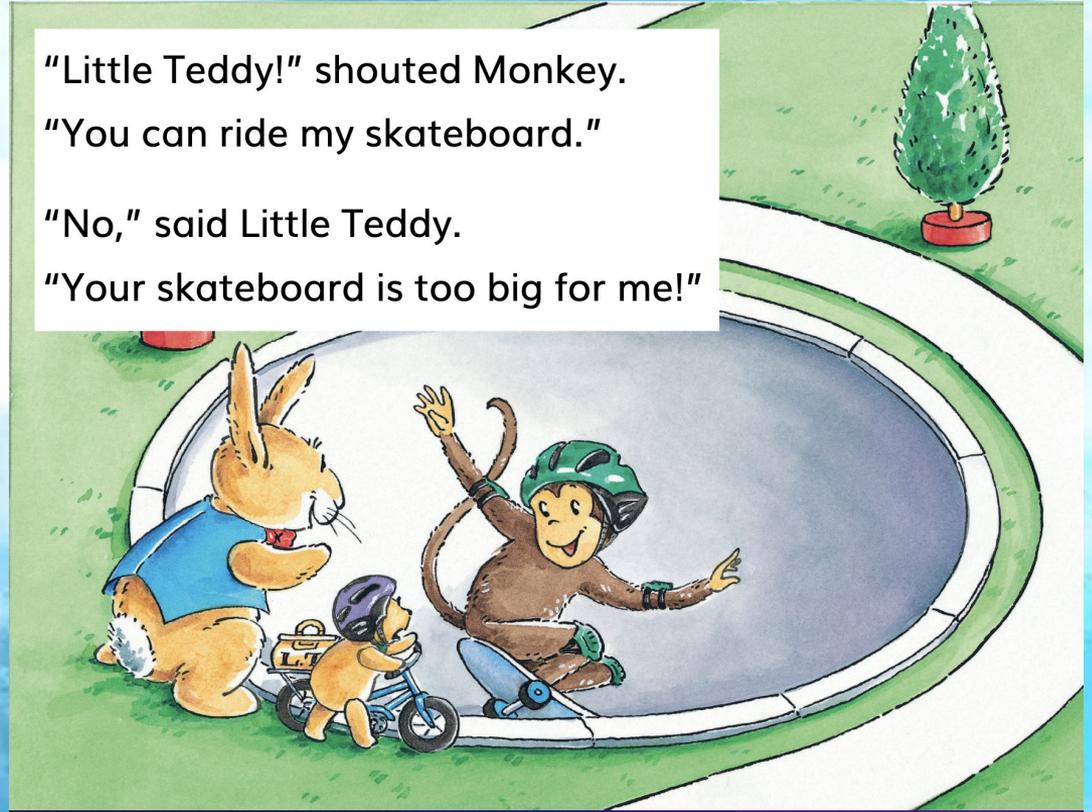


"Little Teddy!" shouted Monkey.

"You can ride my skateboard."

"No," said Little Teddy.

"Your skateboard is too big for me!"



# Blue 3 Text (Level 11)

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.

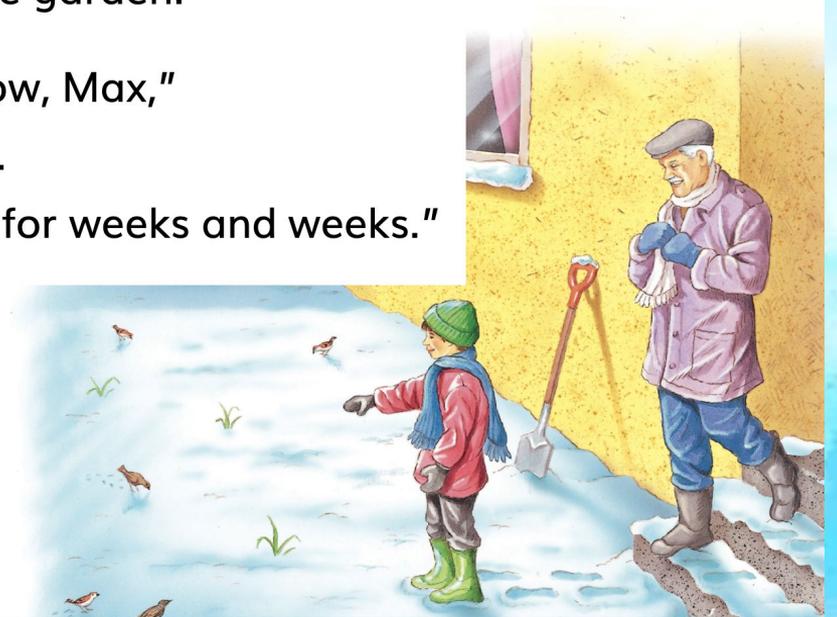
Max and Grandad went outside.

"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 3 Text (Level 14)

Magenta	Level 1
	Level 2
Red	Level 3
	Level 4
	Level 5
Yellow	Level 6
	Level 7
	Level 8
Blue	Level 9
	Level 10
	Level 11
Green	Level 12
	Level 13
	Level 14
Orange	Level 15
	Level 16
Turquoise	Level 17
	Level 18



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.



# **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.

# Green Level Reading Expectations

Scan the

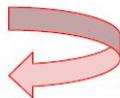


words

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

Ask



Questions

Understand  
there can  
be more  
than one  
point of  
view



Stretch  
tricky words



Read  
Fluently



Look for  
clues



inference

sounds right



makes sense

Compare ideas



Find/ correct

# Assessment, Reading with Mrs Nissen



At green level children should be reading fluently, continuing to broaden these other reading skills.

Reading Intervention

-

## **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 - 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 turquoise 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
Learning to read	Red	3, 4, 5	Junior primary years
	Yellow	6, 7, 8	
	Blue	9, 10, 11	Year 1
	Green	12, 13, 14	
Developing independence	Orange	15, 16	Year 2
	Turquoise	17, 18	Year 3
	Purple	19, 20	
	Gold	21, 22	

# Day-to-day Reading Programme

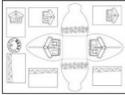
- Phonics is taught daily - Yolanda Soryl programme.
- Shared book
- Literacy contract or *Must Do* activities
- Teacher takes instructional reading with small groups.
- Poetry on Fridays

## Literacy & STEAM Contract

Name: \_\_\_\_\_

Date: Term 1 week 5

1. Date and name your work.
2. Tick each box when you have completed a task.
3. Work on a new task each day.

 <p>Lego Challenge Build a whare for a Māori God</p>	 <p>Colouring Tahī</p>	 <p>Read with a Buddy</p>
 <p>Magical Writing Rua</p>	 <p>Found in drawer <b>Toru</b></p>	 <p>Big Book Activity Wha</p>
 <p>Games Box</p>	 <p>Engineering Challenge Build a throne for a Māori God</p>	 <p>Māori Pattern Art Rima</p>

Reflection - Circle how well you worked on your Independent Tasks.

# Online Reading Platforms



## **Key Focus for Learning at Orange and Turquoise**

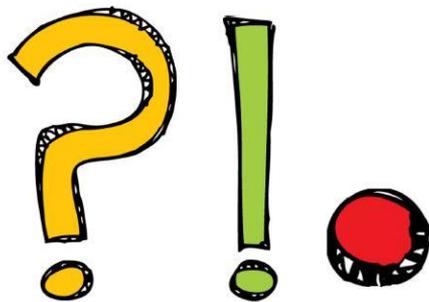
- Retelling -orally tell the main events in sequential order.
- Fluency - word accuracy, phrasing and expression.
- Comprehension - answer questions both literal and inferential.
- Children's reading level is to be reflected in their writing skills.

# Retell Strategies



# Fluency

Punctuation IS KEY FOR  
BUILDING FLUENCY IN READING



## How to Read Punctuation

.	stop, take a breath
,	pause, take a mini breath
?	voice goes up, stop
!	voice gets louder, stop
" "	slide into a new voice

# Comprehension Strategies

## CRITICAL

Thinking

Minds in Bloom



Inference Iggy



Sequencing Suki



Vocabulary Victor



Rex Retriever



Predicting Pip

# Orange Text

## Group discussion:

- Think about what the character is feeling. Can you add that feeling to the **WAY** you are reading?
- What punctuation tells you to read with strong emotion?
- Predict what will happen next ...

## Chapter 1

### A Present for Mum



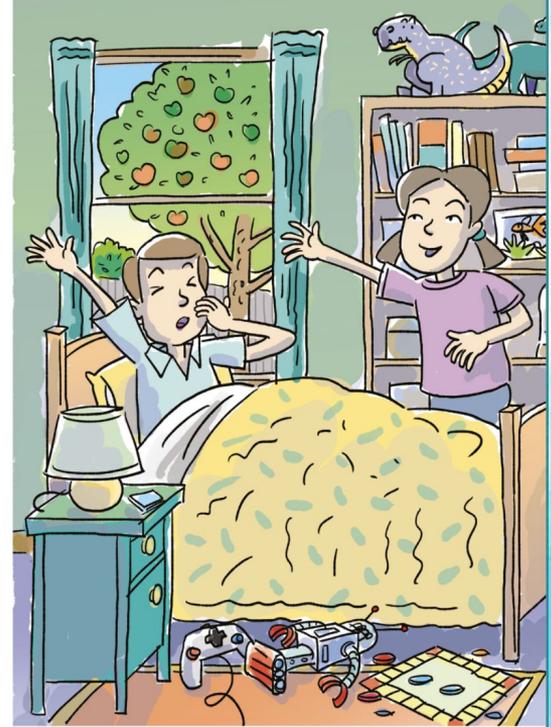
On Saturday morning,  
Kayla ran into Joe's room.

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

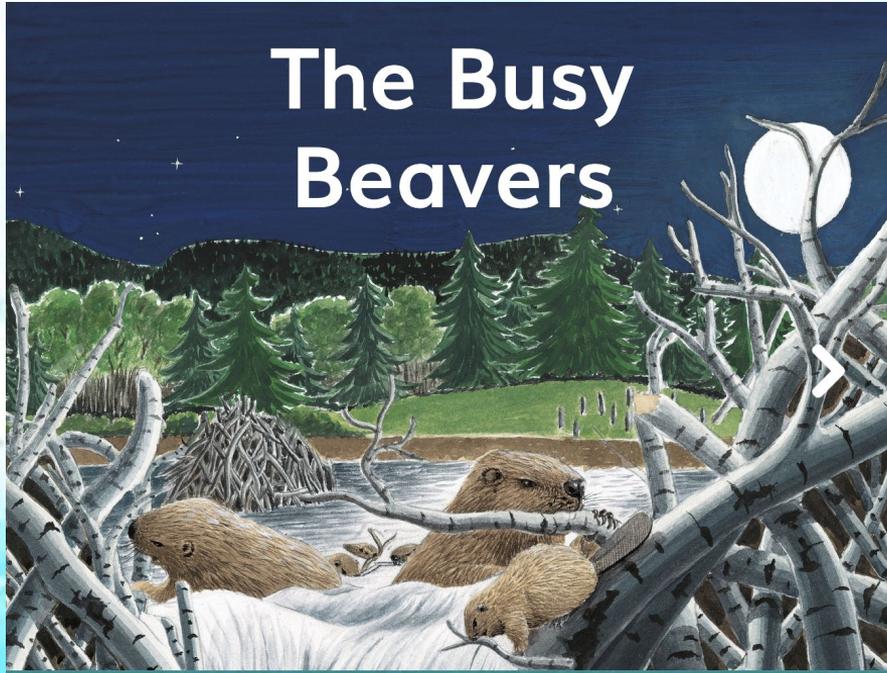
"Let's get her a little present."

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

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



# Checking for Understanding



## The Busy Beavers

### Questions to Reinforce Meaning and Stimulate Discussion

#### Literal

1. How many little beavers were in the family?
2. Why were the beavers safe on the island?
3. What did the beavers make their island from?
4. Why was the water in the dam going down?

#### Inferential

5. Why did the beavers have a secret tunnel that went down into the water?
6. Why did the father beaver slap his tail on the water?
7. Why didn't the beavers want the water in the lake to go down?

# Turquoise Text

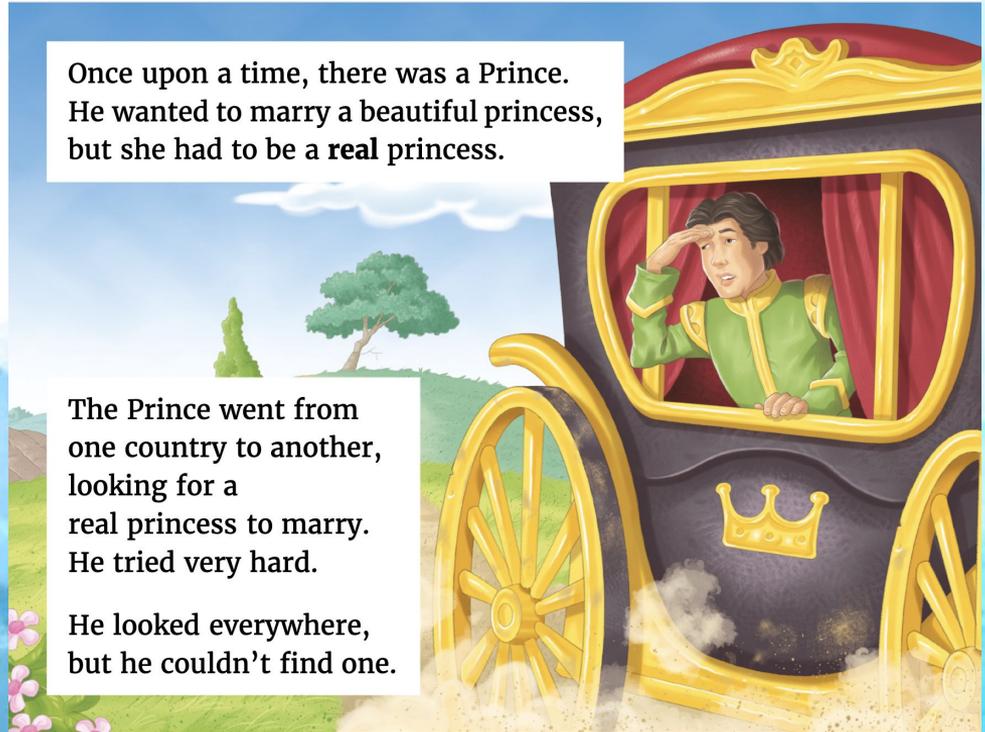
## Group Discussion:

- 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.

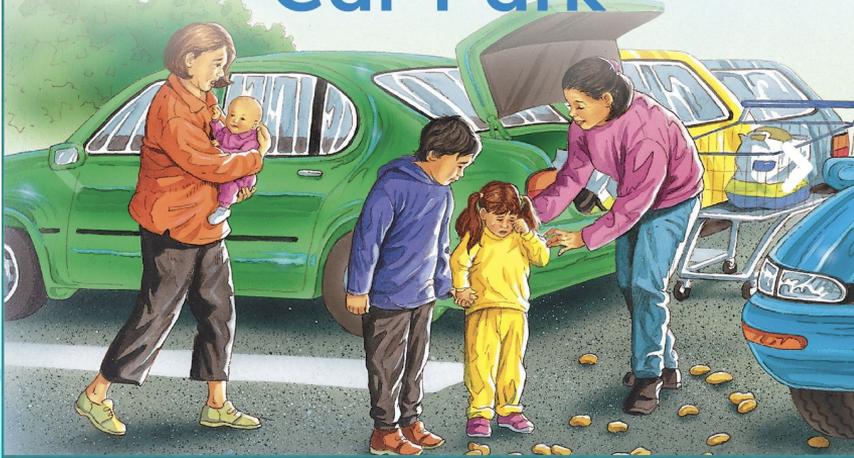
The Prince went from one country to another, looking for a real princess to marry. He tried very hard.

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



# Checking for Understanding

## Danger in the Car Park



### Literal

1. Why did Zac's mum want him to go to the supermarket with her?
2. Why was Zac carrying the bag of potatoes with both arms?
3. Where did the little girl come from?
4. Why did Zac hold the little girl's hand?

### Inferential

5. Why was Zac walking carefully?
6. Why might drivers backing out of the car park not see Zac?
7. How did Zac know the little girl was in danger?
8. Why was Zac's mum glad he went with her?

# Reading at Home

- Needs to be fun and engaging.
- Continue to read to your children.
- Read a range of texts, not just the ones that are sent home allow children to select books that interest them (library books, family favourites, chapter books)



## HOME READING *Parent Guide*

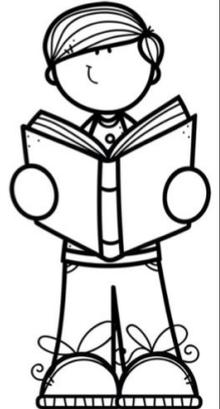
Home readers are designed to develop a child's confidence in reading aloud with accuracy, fluency and expression, consolidate phonics and high-frequency word knowledge, and nurture a love of reading. They should be relatively easy for students to read independently. Teachers will monitor your child's reading progress at school and students will be exposed to more difficult books (instructional texts) during guided reading sessions.

*Please note that your child will not be able to read even the simplest home readers with independent accuracy when they first start school. Initially they will require extra parent assistance. However, reading independence will progress as your child's phonics and high frequency word knowledge increases.*

We really encourage you to ask your child questions about their reader to ensure that they understand what they have read. Ask your child to retell the story focusing on sequential order and including as much detail as possible.

The following pages contain some top tips for reading at home with your child.

**"Reading is the gateway skill that makes all other learning possible." Barack Obama**



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

- The teachers have completed the Yolanda Sorryl Phonics programme which teaches the children key skills needed with alphabet and words to enhance their literacy capabilities.
- We have purchased new readers to have at school, ensuring the children have new and exciting content. Ms Harford spent \$20,000 last year so please protect the books and ensure book bags are coming to school each day.
- Teachers monitor the reading levels and keep in close contact with Mrs Nissen.

# ANY QUESTIONS



**THANK YOU!**

**HAVE A LOVELY**

**DAY**