

## Year 2 – Becoming an ‘exceeding’ reader

We have put together the following guide to help our parents and carers support their children in reading together at home and becoming an ‘exceeding’ reader! An ‘exceeding reader’ is a reader that has mastered the word reading (decoding) aspect of reading, as well as mastering the comprehension content of their year group beyond that of the ‘expected’ standard. When assessing children in school, we have found that there is sometimes inconsistency between a child’s ability to read words and their understanding of the text; a fluent reader may need further support in their comprehension skills which can occasionally be masked by their fluency. Comprehension and fluency should be seen as equal in value in helping a child to become a confident reader. If a child is working at an ‘exceeding’ level in reading they need to be able to complete most of the following objectives in this list across a wide range of books and text types. Some books will lend themselves better to statements than others depending on whether they are fiction or non-fiction texts. Please note that these statements are for an ‘exceeding’ reader, rather than an ‘expected’ reader and do not correlate with the levels in our school reading scheme. The school reading scheme is designed to support children in becoming confident readers by allowing them to develop their reading stamina, comprehension, word recognition and decoding skills at a developmentally appropriate pace. If you have any concerns about your child’s reading please book an appointment with their class teacher to discuss their reading level further.

<b>Exceeding statements: Children can...</b>	<b>How I can help at home...</b>
<b>Fully engage with reading various genres of text, including young paperbacks, sharing and explaining preferences.</b>	<i>Read a wide range of books at home, not just those on the school reading scheme. Read books to your child that are above their level of understanding – talk about what they think words might mean. Compare books to other books you have read, why are they similar? Why are they different? Being able to link books together by common themes, styles or characters is an important skill for the children to be working at greater depth in the SATs.</i>
<b>Listen to, discuss and express views about a wide range of contemporary and classic poetry, including independent reading of some more challenging texts; able to explain viewpoint.</b>	<i>Read a range of poems, nursery rhymes and song lyrics together. Talk about why the poet has used the language they have – why have they used certain words or compared objects to other things? Do you like the poem? Why? Describe the picture it creates in your head.</i>
<b>Listen to, discuss and express views about a wide range of stories, explaining viewpoint, raising questions and responding to what others say.</b>	<i>Read a range of stories and talk about underlying themes. E.g. Is this book a fairy tale? How do you know? How can you tell it is written by the same author as ...? Why has the author used repeating phrases? Why are there rhyming words?</i>
<b>Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary.</b>	<i>Encourage your children to read more challenging sentences aloud so they can hear any errors in their reading. Ask them to guess what words mean using the pictures to help them, or by comparing the word to other words that are similar. Ask the children questions about what they have read e.g. What did Cinderella lose?</i>
<b>Know and accurately retell a wide range of stories, both orally and in writing, adding sufficient detail.</b>	<i>Encourage the children to act out stories through play, draw pictures of story scenes and write sentences from stories. Provide the children with different writing books, paper and pens to encourage story writing. Encourage the children to add in describing words to set the scene.</i>

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<p><b>Discuss sequence of events accurately, and how items are related.</b></p>	<p><i>Get the children to retell the story orally or draw pictures to retell the story. The children could draw a story map consisting of pictures about the story connected by arrows to help them retell the story.</i></p>
<p><b>Make insightful inferences and predictions on the basis of information given.</b></p>	<p><i>This is about ‘reading between the lines’ e.g. talking about character motives, why characters feel the way they do and predicting what might happen next. Ask your child why they think the characters behave the way that they do. Stop half way through a story and ask the children to guess what might happen next. Focus on getting the children to explain their thoughts.</i></p>
<p><b>Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint.</b></p>	<p><i>Ask the children questions that will make them think about how useful a book is for the reader. E.g. Were the facts easy to find? Which book gave you more information? Were the diagrams helpful? This could be linked to research for project homework.</i></p>
<p><b>Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing.</b></p>	<p><i>Pick out favourite words and phrases and ask your child why they like them. Find new words and use pictures and other similar words to guess what they mean. Practise using new words orally in silly sentences. Encourage your children to look words up in the dictionary they are unsure of and model doing this yourselves to encourage your children to do the same.</i></p>
<p><b>Recognise and discuss simple recurring literary language.</b></p>	<p><i>Ask why certain phrases are used? Get the children to pick out repeating phrases and join in with stories e.g. ‘You can’t catch me I’m the Gingerbread Man’.</i></p>
<p><b>Recite by heart a repertoire of poems, both independently and in groups, using appropriate intonation to interest the audience.</b></p>	<p><i>Read poems together, practise singing songs and nursery rhymes. Clap hands along with the beat of a poem.</i></p>