St Jude's Catholic Primary School

Reading in Year 2	Reading question starters to support your child at home
Word Reading: 1. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. **2. Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.** **3. Recognise alternative sounds for graphemes.** **4. Read accurately words of two or more syllables that contain graphemes taught so far.** **5. Read words containing common suffixes.** **6. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.** **7. Read words in age - appropriate books accurately and fluently, without overt sounding and blending and sufficiently fluently to allow him/her to focus on understanding rather than decoding.** **8. Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.** **9. Re - read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.**	*Literal question starters:* Who are the main characters in the story? What did the character say? What does this tell us about them? Where is the story set? Can you describe the setting? Can you find the part of the text/story that tells us that…? What happens at the beginning/middle/end of the story? Can you tell me three things to describe what the character is feeling when…? What are some of the key words in the text that tell us about the setting / characters? What have you found out about from reading this text? What are the main ideas?
Comprehension <u>LITERAL</u> **1.Develop pleasure in reading, motivation to read and vocabulary and understanding by listening to, by discussing the sequence of events in books and how items of information are related.** **2. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.** **3. Explain what has happened so far in what he or she has read.**	*Inference Question starters* From your reading so far, what do you predict will happen next? How will it end? What is this character like? Why do you think that? What do you think…is thinking/feeling? What makes you think that? Why do you think the character did…? Do you think the character was being honest when they said…? Look at the speech. What clues do they give us about the character's thoughts/feelings/actions?

3. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.

4. Understand that the books that he/she can read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.

5.Understand both the books that he/she can read accurately and fluently and those that he/she listens to by answering and asking questions and making links.

6. Understand both the books that he/she can read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far.

7. Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.

INFERENCE

1. Understand both the books that he/she can already read accurately and fluently and that he/she listens to by answering questions and making inferences on the basis of what is being said and done.

2. Make inferences on the basis of what is said and done in a book he/she is reading independently.

What are we told about what the character is thinking? What clues are there?

(Non - fiction) How does this information help you answer the following question?

What do you think the main theme is? Why?

LANGUAGE FOR EFFECT

1. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.
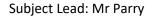
2. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

ATTITUDE

1. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide

Language for Effect Question starters:
Which words/phrases tell the reader that the main idea is…?
Which words do you think are particularly effective?
What does this word tell us about the character/setting etc

range of contemporary and classic poetry, stories and non - fiction at a level
beyond that at which he/she can read independently.
2. Develop pleasure in reading, motivation to read, vocabulary and
understanding by becoming increasingly familiar with and retelling a wider range
of stories, fairy stories and traditional tales.
3. Develop pleasure in reading, motivation to read, vocabulary and
understanding by continuing to build up a repertoire of poems learnt by heart,
appreciating these and reciting some, with appropriate intonation to make the
meaning clear.
4. Participate in discussion about books, poems and other works that are read to
him/her and those that he/she can read for himself/herself, taking turns and
listening to what others say.