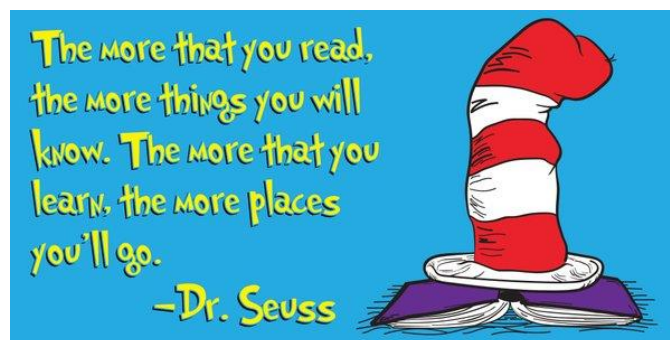


## Reading at Shirley Infant School in Year Two

### Everybody read!

Our reading curriculum is designed to instill a love of reading in our children. If children are to become lifelong readers, it is essential they are encouraged to read for pleasure. The desire of wanting to read will help with the skill of reading. To help foster a love of reading, children will bring books home that they can share and enjoy with their parent/carer. The children will visit our library once a week, where they can choose from a variety of age-appropriate high quality texts. These books offer a wealth of opportunities for talking about the pictures and enjoying the story. This book is for the parent/carer to read to or with the child. The goal is enjoyment.

***If you find your child is not keen to read at home, why not try to add in a cup of hot chocolate to go with this time or maybe they could read with a chosen family member via the wonders of technology.***



Promoting a love of reading across the school is something we pride ourselves on. We have daily story times which have been carefully sequenced and planned across each year group. This year, we will be introducing ERIC (Everybody Reading In Class), to encourage all children to take a quiet moment each day to simply focus on enjoying a book.

### Application of phonics to reading

We teach phonics every day in school and children are given regular opportunities to apply the phonics they have learnt. In Year Two, phonics lessons will follow a set sequence of teaching and applying the spelling rules for Key Stage One. To begin with, the children will continue to focus on three key reading skills:

- Decoding
- Prosody – reading with meaning
- Comprehension – understanding the text

In addition to this, some children may be heard to read in additional catch up sessions.

Your child will be assessed by the class teacher at least once a half term, to ensure they have a decodable book matched to their phonic ability. They will bring a book home to read which is changed once a week, this reading practice book will be at the right level for your child to develop fluency. The children should be able to read the practice book with developing confidence and fluency without any significant help.

The parent/carer's role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small). After the child has read the book, it may be helpful to talk about the book, but only so far as the child is interested. **The book will come home on a Friday and should be returned the following Thursday. Reminders will be sent ☺.**

## Going deeper...

Children at this stage begin to move away from being reliant on phonic knowledge and start to read with greater fluency and increasing automaticity. When the children are secure with Phase 5 phonic knowledge, they move onto Whole Class Reading. This allows them to begin to dive deep into a book and explore further skills, such as, inference, prediction and making links. Our reading curriculum covers a range of age-appropriate high quality texts across a range of genres.

Whole class reading

Week beginning 25.04.22 and 02.05.22

Context: **George's Marvellous Medicine** by Roald Dahl

In a book that they can already read fluently: -







- Answer questions and make some inferences
- Explain what has happened so far in what they've read

Make links between the books they are reading and other books they have read

**Reading Vipers**

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence or Summarise

### Read Chapter 1 and Chapter 2

Predicting Pip	Retrieving Rover	Inference Irene	Victor Vocabulary	The reader is a writer	The reader is a writer
 What do you think will happen with the medicine?	 Answer questions on what you have read.	 Infer how George is feeling and why he is acting in such ways.	 Find and locate words and explain their meaning.	 Write a character description: George or Grandma	 Write a set of instructions to make some marvellous medicine!

## Home school communication

Your child will bring home a reading diary. Your child's class teacher will comment in this once or twice a half term. They will indicate which phase of decodable books your child is reading and they will give you a focused reading target your child is working on. This diary is for you to comment on reading taking place at home and positive comments you wish to let the teacher know along the way. We recommend your child reads their reading practice book at least three times a week. The more they practise, the more fluent they will become!

## Key points to remember:

- ❖ Your child will bring two books home each week:
  - a reading practice book matched to the child's phonic stage that they can read independently (**will come home on a Friday and be returned following Thursday**)
  - a sharing book that they can talk about and enjoy with their parent/carer to promote a love of reading

Thank you for your support,

Mrs Watts (Deputy Headteacher and Reading leader)