



## YEAR 2 READING EXPECTATIONS

Before students leave Year 2 they should have developed pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. They must add to this by learning about cause and effect in both narrative and non-fiction texts, e.g. what has prompted a character's behaviour in a story, or why certain dates are commemorated annually? This will help to develop their deep thinking skills.

### YEAR 2 CHILDREN ARE EXPECTED TO

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and is fluent
- read familiar words quickly without needing to sound them out
- read words containing common suffixes
- self-correct when they have read a sentence incorrectly
- use a range of decoding strategies
- retell a story, referring to most of the key events and characters
- find the answer to questions in non-fiction, stories and poems
- decide how useful a non-fiction text is for a particular purpose
- be aware that books are set in different times and places
- relate what they have read to their own experiences
- continue to build up a repertoire of poems learnt by heart
- recognise key themes and ideas within a text
- make simple inferences about thoughts and feelings of characters and reasons for their actions

### CONTENT DOMAIN COVERAGE

In the KS1 English Reading Tests, your child's understanding of reading is tested through five different strands, known as 'content domains'. The content domains and examples of questions asked can be found below:

**Content Domain 1a: Vocabulary – Draw on knowledge of vocabulary to understand texts.**

What does this word/sentence tell you about.... (Fiction feature/Non-Fiction subject matter)? Can you find a word/sentence that tells you... /shows you... /backs up what you have said about...? Why did the author use the word.... to describe...?

How does this word/description make you feel?

**Content Domain 1b: Retrieval – Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles, and information.** Where/when is the story/poem set? Is this character a good/bad character? How can you tell? Is there a dilemma in the story? What is it? How is the dilemma resolved? Find your favourite description of ...

**Content Domain 1c: Sequencing – Identify and explain the sequence of events in a text.** Which character do we meet first? What is the first/second/last step in these instructions? Put these sentences in the order that they happened

**Content Domain 1d: Inference – Make inferences from the text.** What do you think... is saying/thinking/feeling at this point? Why? What do you think the author meant when...? Why does the author use the word... here? How do you think the author feels about...?

**Content Domain 1e: Predicting – Predict what might happen on the basis of what has been read so far.** What do you think will happen next? Where do you think.... will go next? Why? What might you expect to see in this sort of text? Can you think of any other stories like this? How do they end? Do you think this will end the same way?

### HOW TO HELP YOUR CHILD AT HOME

- READ EVERY NIGHT FOR UP TO TWENTY MINUTES.
- LISTEN TO YOUR CHILD READ. THIS HELPS TO DEVELOP THEIR FLUENCY.
- READ TO YOUR CHILD– THIS WILL HELP THEM TO:
  - UNDERSTAND HOW TO USE EXPRESSION TO BRING STORIES TO LIFE.
  - DEVELOP THEIR OWN VOICE AS A READER.
- AFTER LISTENING TO THEM, OR READING TO THEM, ASK SOME OF THE QUESTIONS. THE DISCUSSION YOU HAVE WILL BE VERY VALUABLE FOR THEIR READING DEVELOPMENT.
- TALK ABOUT THE MEANINGS OF NEW WORDS.
- READ THE SAME TEXT AGAIN AND AGAIN IF YOU HAVE TO!
- SIGN THEIR READING DIARY DAILY.

FOR HELPFUL HINTS,  
ACTIVITIES & RECOMMENDED  
BOOKS PLEASE VISIT:  
[HTTPS://WORDSFORLIFE.ORG.  
UK/](https://wordsforlife.org.uk/)  
[HTTPS://WWW.BOOKSFORTO  
PICS.COM/](https://www.booksfortopics.com/)

OR CONTACT YOUR CLASS  
TEACHER