

At Claregate we use the VIPERS reading domains.

V	(V) Draw on knowledge of vocabulary to understand texts	What does the word xxx mean in the text? Which word in the text tells you how xxx was feeling? Find and copy one word which means..... Which word means the same as.....?
I	(I) Make inferences from texts	Which words make you think that?phrase.....This means that.....multiple choice..? Find the word that shows that? How can you tell that ...?/Can you explain why? How do you think someone is feeling/felt at a point in the story? Why did he feel that way? Why did something happen? Why did someone do something? Why did someone think something? Why did someone describe something as? The story shows that someone ischoice of adjective?
P	(P) Predict what might happen on the basis of what has already happened	From the cover/title, what do you think will happen in this story? What will happen next? What are the clues? What do you think a character is likely say at the end of the story?
E	(E) Explain your preferences, thoughts and opinions about the text.	Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?
R	(R) Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information	What, Who, Where, When, Why? How much/many? Explain why someone did something? Which of the statements are true and false? Find and copy two things which.....?
S	(S) Identify and explain the sequence of events in texts	What happens first in the story? Sequence these sentences from the story Number the sentences to show the order they happen in the story What happened before or after something...?

You can use these questions stems when sharing books with your children at home.

Reading with Your Year 2 Child Parent Advice Booklet



National Curriculum Expectations

Year 2

By year 2, children should have developed pleasure in reading, motivation to read, an increased vocabulary and an improved level of understanding. Whilst in year 2, 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 skill requires deep thinking and is easier for some children than others.

What This Means for Parents

- In everyday life, model explaining why you have made the decisions you have made, e.g. 'I'm going to leave that there so that I remember it later.'
- Continue to model clear reading with fluency and expression.
- Share your opinions about the book and explain why you think that.
- Discuss reasonable national events and why they are.

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

decide how useful a non-fiction text is for a particular purpose