



Every Moment Matters

Blended Learning Reading Pack

Year 2

This reading pack has been designed to fit in with our 'blended learning' approach.

The first page contains the reading targets that the children will be taught during the year.

Following the targets, there is a bank of questions that can be used to enhance the comprehension of the text.

In the event of a child/group of children learning from home, this 'blended learning' pack can be used to support.

Year 2

Initial Requirements:		
		apply phonic knowledge and skills as the route to decode words; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word If no, go to yellow level.
Expected Next Steps:		
Word reading	1	applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute)
	2	recognises and effortlessly decodes alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught
	3	when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency
Reading for Pleasure and Performance	4	regards reading as a pleasurable activity
	5	demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales
	6 (a)	shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary
Comprehension	7 (b)	demonstrates understanding of a wide range of poetry, stories, and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say
	8 (e)	predicts what might happen on the basis of what has been read so far
	9 (c)	identifies sequences of events in texts and offers simple explanations of how items of information relate to one another
	10 (b)	recognises and understands the different structures of non-fiction books that have been introduced
	11 (a)	recognises simple recurring literary language in stories and poetry
	12 (a)	demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided
	13	constructs meaning whilst reading independently, self-correcting where the sense of the text is lost (checks it makes sense to them)
	14 (d)	makes some inferences on what has been read
	15 (d)	asks and answers questions appropriately, including those based on inference of what is said and done
Exceeding Next Steps:		
	16	automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence
	17	has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear
	18	makes links between the book they are reading and other books they have read
Decimal Score Tracking:		

KS1 Reading Comprehension Questions

Below are some question starters that you could ask your child about the text they are reading to aid their understanding.

Retrieval of information	Deduce, infer and interpret	Identify structure	Writer's use of language	Writer's effect on the reader	Social, cultural and historical contexts.
Why do...?	How did the characters' feelings change?	Why is it easier to read...?	Why did the author use...?	What do you think the writer thinks about this topic and why?	How would you describe this story?
Which word told you that....?	How did...?	Why are... used?	Why has the author chosen this word?	Does the author like...?	What did the story make you think about?
Which paragraph tells you....?	What is your favourite part of the story and why?	Why does the author use...?	What is the effect of...?	How do you know?	What other stories have you read by this author?
Which character...?	Why did he feel...?	Why is this text written in bold/underlined/in italics?	Can you find any amazing adjectives?	How does the author make you feel?	Where do you think this story is set and what made you think that?
Where did...go?	What questions would you ask your favourite character?		Can you find any powerful verbs?	Was there any part of the story you didn't like and why?	What else might make... sad / angry?
Where are...?	What does... think?		What words help the reader to imagine...?	Look at the descriptions of 3 people.	Does this remind you of any other stories you have read?
Where and when did the story take place?	What do you think is going to happen next?		Explain two ways in which this sentence makes the reader... Choose a word to describe this character and explain why you chose it.	How would you start this story?	
What was happening at the beginning of the story?	How did...react?		Can you find the nouns in this paragraph?	Why do you think the author chose this setting?	
What does...mean?	How was...different after...?				
Find 3 words that describe your favourite character.					
Who are the key characters in the book?					