Reading
Year 2

Texts:

Explicitly model reading behaviours and monitor student understanding in this area:

- Read a variety of texts to students including shared reading of poems, books and songs representing both real and imaginary events
- Provide a variety of activities related to personal reading e.g. silent reading, shared reading, cross age tutoring
- Provide current information and communication technologies e.g. videos, television, films, CD-roms, cartoons, brochures

Select texts considering:
- Reading purpose
  - Enjoyment
  - Information
    e.g. Use cover, title, illustrations, homepage
  - Level of difficulty
- Demonstrate a critical awareness of the situation and socio-cultural context in a text e.g. Investigates ‘Why are the aged presented this way?’ ‘Is this the same experience for everyone?’
- Interpret meaning of a text
  - Use visual clues to predict unknown words
  - Use cover information to predict
  - Use illustrations and text to predict
  - Scan text
  - Self-correct when meaning is disrupted
  - Identify key words
Texts (continued):

- Record and organise information
  - Draw, illustrate or label events
  - Use a variety of sources

- Analyse written and visual texts
  - Identify features of fiction texts
  - Identify features of factual texts
    e.g. Look at covers, titles, headings, illustrations, chapters, list of contents, index, homepage

- Interpret grammar as a resource for making meaning
  e.g. Identify doing, thinking, feeling and saying verbs in a narrative
  e.g. Identify messages of a text by circling the words to do with action or feeling

- Compare various ways of communicating
  e.g. Look at illustrations of a character compared with text
  e.g. Look at illustrations of an animal/plant compared with text

Knowledge, skills and strategies:

Explicitly model reading behaviours and monitor student understanding in this area:

- Reading familiar texts confidently
- Beginning to read complex texts
- Read silently for 10 minutes
- Self correct when reading
- Reread to clarify meaning
- Recognise words when used in different contexts
- With teacher support discuss strategies for selecting, reading, viewing and critically interpreting written and visual texts
Knowledge, skills and strategies (continued):

Reading Expression and fluency:

- Monitor student’s ability to read fluently

- Reading expression demonstrated by use of punctuation eg. Full stop (stop and rest), comma (pause), capital letter (raise voice), speech marks (change of voice), exclamation mark (change of voice), question mark (change of voice)

- Introduce notion of reading ahead to look for punctuation marks

Summarizing texts:

- Retell stories, events and facts

- Identify the main ideas

- Discuss with students their opinions of the text, plot, characters

- Identify feelings of the characters using words and illustrations Explain visually and verbally

- Sequence a story using the beginning, middle and end

- Identify the problem in a story and how it was solved (resolved)

- Respond in different ways to a text e.g. Retell, illustrate, label, construct a different ending

- Discuss visual images created from your reading

- Recognise language in texts e.g. commands, information, and descriptions

- Discuss how different groups of people are represented in texts in relation to gender, race, class, culture and disability

- Direct and extend thinking about literature, media and everyday tasks in relation to story characters, setting and predictable structure
Knowledge, skills and strategies (continued):

Proof Reading:

- Consider sentence structure
- Punctuation
- Use of correct grammar

Phonics:

Explicitly model reading behaviours and monitor student understanding in this area:

See Appendix for word examples

- Names of letters of the alphabet – Upper case and lower case
- Sounds of the letters of the alphabet – Upper case and lower case
- Distinguish between vowels and consonants
- Consolidate knowledge of 2 and 3 letter blends
- V-e pattern: “Magic e” or “Bossy e”; a-e i-e u-e o-e
- Y as a vowel e.g. sky, try, my
  e.g. happy, funny, baby
- Digraphs: ai ar aw ay all ch ck ea ee er ie ir
  oo oa ou oi or ow oy
  qu sh th wh
- Words with letter patterns CCVC, CCCVC, CVCC and words with long vowel digraphs
- Monitor sounding out strategies
- Monitor blending strategies
- Has a knowledge of a core of 100 sight words and several difficult and subject specific words (See list in the Appendix)
- To test a student’s skills use the Unreal Words Decoding test in the Appendix
Phonics (continued):

• Identify different genres
  (See Appendix)

• Identify the features of different texts such as:
  Chapters, contents (See Appendix)

Research skills:

• Use skills to gain information

• Use headings to find relevant information

• Use key words to identify relevant reading section/s

• Use big books, visual texts, pictures, videos, Internet, junior encyclopedias to find information

• Provide opportunities for use of information and communication technologies

• Present own research findings
  e.g. short notes, illustrations, slide-show, photos, web based presentations