

# READING INSPIRE WORKSHOP

Year 2



# DID YOU KNOW?

- ▶ **Reading for pleasure is linked to benefits such as academic progress.**
- ▶ **Reading for pleasure is linked to improved vocabulary.**
- ▶ **Reading for pleasure is linked to improved general knowledge.**
- ▶ **Regularly reading stories outside of school is associated with higher scores in reading assessments, including SATs.**

# HOW OFTEN SHOULD MY CHILD READ?

- ▶ **The children are expected to have evidence of reading at home in their Reading Records. Mrs Kehoe and Mrs Ryan check these reading records every day and monitors the number of ‘reads’ they achieve.**
- ▶ **Children can fill in the Reading Record themselves, but each entry must be signed by an adult.**
- ▶ **Children should achieve 3 ‘reads’ in their Reading Records by Friday each week. They can receive a reading certificate in assembly when they hit milestones, as well as a “dip in the box” in class for an extra treat.**

# REWARD SYSTEMS IN SCHOOL



**These certificates are awarded during Celebration Assemblies:**

- ▶ **Emerald Award = 25 reads**
- ▶ **Sapphire Award = 75 reads**
- ▶ **Gold Award = 150 reads**
- ▶ **Diamond Award = 300 reads!**

# HOW CAN I HELP MY CHILD AT HOME?

- ▶ Encourage them to read anything that they enjoy!
- ▶ Ask them questions about the books they are reading.
- ▶ If it's a fact book, you could ask them to teach you some facts. If it's a story book, you could ask them to tell you about the story so far, or their opinion of the main character.
- ▶ If you have time to sit and read with them, this is even better. Examples of questions that you can ask your child are:

These can be found in the back of the children's Reading Records.

 <b><u>Reading Question Prompts</u></b> 		
<p><b><u>Literal</u></b></p> <ul style="list-style-type: none"> <li>• What does _____ mean?</li> <li>• Can the word _____ have more than one meaning?</li> <li>• What happened at _____?</li> <li>• Which word told you that...?</li> <li>• Where did _____ go?</li> <li>• Describe ...</li> <li>• Which paragraph tells you <u>that..?</u></li> <li>• Where are _____?</li> <li>• Why do _____?</li> </ul>	<p><b><u>Inference (working things out from the text)</u></b></p> <ul style="list-style-type: none"> <li>• How do you know that...?</li> <li>• What language tells us that the writer is _____?</li> <li>• Why did _____?</li> <li>• What does the word _____ suggest about _____?</li> <li>• What does _____ think about this? How can you tell?</li> <li>• How did _____ feel inside?</li> <li>• How was _____ different after _____?</li> <li>• Why is _____ important in the story?</li> </ul>	<p><b><u>Structure of the text</u></b></p> <ul style="list-style-type: none"> <li>• How does the layout help?</li> <li>• What is the purpose of _____?</li> <li>• Why is the text written in bold/italics/capitals/bullet points?</li> <li>• Why are _____ used? (subheadings/commas/diagrams etc)</li> <li>• Why is the information written in paragraphs?</li> </ul>

# Our Reading Theatre text: Splish, Splash, Splosh!

by James Carter

Babies in the bath do it  
puddles on the path do it  
grannies for a laugh do it

SPLISH! SPLASH! SPLOSH!

Dirty welly boots do it  
dainty little shoes do it  
drippy doggies too do it

SPLISH! SPLASH! SPLOSH!

Waterfalls and waves do it  
giant killer whales do it  
little fishes' tales do it

SPLISH! SPLASH! SPLOSH!

Buses rushing past do it  
rivers flowing fast do it  
raindrops fall at last do it

SPLISH! SPLASH! SPLOSH!

Swimmers in the pool do it  
penguins in the zoo do it  
dolphins in the blue do it

SPLISH! SPLASH! SPLOSH!

In the summer sun do it  
do it as it's fun do it  
come on everyone do it

# WHAT SORTS OF TEXTS SHOULD MY CHILD READ?

**These websites provide recommendations of books appropriate for children in Year 2. If in doubt, ask Mrs Kehoe or Mrs Ryan.**



## **School Reading List:**

[Books for KS1 learners aged 4-7 | School Reading List](#)

## **Books for Topics:**

[Best Books for Year 2:](#)  
[Recommended Booklist for Ages 6-7](#)