



# Reading With Your Child In Year Two

## A guide to supporting your child at home.

### Setting the scene

- Choose a quiet time and a quiet place.
- Sit together so you are both looking at the book.
- If it is a new book, talk about it before you start reading.
- Short, frequent sessions are best, e.g. 10 minutes two or three times a week – more often if you can manage it!
- As your child is reading remember to:  
**Pause, Prompt and Praise.**



### What if my child is already a 'good' reader?

Once your child can decode most words, it's easy to think that the job of learning to read is done. However, reading as often as possible with your child is still a valuable experience. You will be able to:

- help with any unfamiliar words to expand their vocabulary.
- talk to them about the book to make sure that they understand.
- talk about what has happened in the book, ponder the motives and feelings of the characters, and predict what might happen next.

All this will support their developing comprehension skills.



### Love to Read

To promote children's pleasure in reading and foster the habit, we need to read to children and with them and to talk to them about books. These conversations are crucial as they help children to engage and think deeply.

### Observe and respond:

Pay attention to what captures your child's attention and build on their interests, for example, 'Oh, you've spotted the...!'.

**Leave pauses:** so they can look closely and think. This will lead to comments or questions. Respond to their lead and let the book chat flow.

**Pose questions:** Open questions encourage thinking and discussion, such as, 'How do you think the boy is feeling?'. Try to avoid closed questions, such as 'What colour is that?'; these have a single answer and don't keep the conversation going.

**Draw attention to illustrations:** Encourage your child to notice details in the pictures and think what they might mean, for example, 'Look! What's that hiding, what do you think it might be?'

**Ponder and wonder:** Encourage your child to think about what might happen, using phrases such as, 'I wonder if/ whether /who/ why/ what ...'.

**Make personal connections:** Storybooks not only allow children to empathise with the experiences of fictional characters but enable them to make sense of events in their own lives. Talk about connections, for example, 'That reminds me of when...'

**Comment on your feelings:** By sharing your emotional response to a character or something that's happened you encourage your child to do the same, helping them engage and learn to express their emotions.

**Your combined pleasure counts:** Bring the story to life with facial expression, actions and sounds, encouraging your child to join in! Do offer information to help with unfamiliar words, such as 'That's the hencoop, it's where the hens live', but keep the focus on fun.



### **Learn to Read**

Bug Club books can be used at home so that your child can practise reading and using their phonics skills and knowledge as part of their homework. If relevant, we will allocate them an appropriate book.

### **Look at the front cover:**

Tell them the title – they may not be able to decode this before they have practiced the relevant sounds.

Using the inside of the front cover, check the sounds that are included in the book and then practice these sounds with your child.

Look at the 'Tricky Words' to be encountered in the book and allow them to rehearse these.

### **Read:**

Encourage your child to follow the words with their finger and use the sounds they know to work out the words.

Check if they are using the necessary phonics and blending them correctly. Support them with this where needed. See this video about blending sounds for guidance:

<https://youtu.be/vqvqMtSNswo>

Check that they are using 'pure sounds'. Help them to improve this if needed and praise them when they pronounce the sounds correctly. To hear the correct pronunciation, watch:

<https://youtu.be/UCI2mu7URBc>

If they get stuck on 'Tricky Words', explain to them that there are sounds in the word that they may not have learnt yet, but that they need these sounds to decode the word. For example: you could say: "in 'my', the 'y' makes an 'i' sound". Help them to read these words if necessary.

Encourage them to re-read the sentence once they have sounded out an unfamiliar word.

This will help them to develop fluency.

### **Repeat:**

Re-reading the same book again another day can help your child to secure their developing reading skills.