

# Frequently asked questions...

## What do I do with the Home School Reading Diary?

Children have the opportunity to change their colour-level reading book at least once per week and record their book title in their school reading diary. Where children are reading longer books, we encourage children to keep the book over consecutive evenings and note this in the book instead.

Please sign this as you hear your child read. We appreciate any comments that you may wish to write alongside this regarding the challenge level of the book, the child's enjoyment of it, words that they found hard and so on.

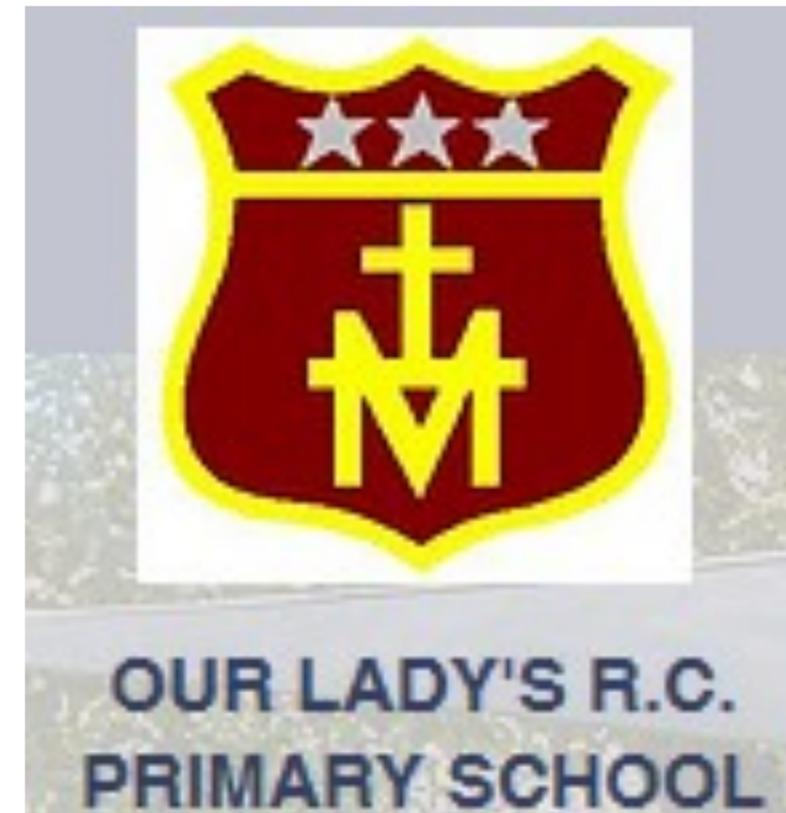
## How often does my child read in class?

Year 2 children are heard reading during different classroom activities throughout the week.

The Teacher and TA will hear your child read their colour-level reading book at least once per week and record this in their reading diary. This will ensure that their ability level is well matched to the colour level that they are assigned.

The teacher hears your child read weekly in a "guided / whole class read" . During this time, a group of children will share different texts with the teacher with the aim of developing specific reading skills.

When your child reads with an adult, the adult will record a comment in the school reading diary to let you know how well they achieved and if there is anything they could do to improve even further.



## KS1 Reading Skills Checklist



### ON THE LINES

The answer is right there in the text.

<b>Find</b> Can you find the information?	<b>Sequence</b> Can you put events into order?	<b>Paraphrase</b> Can you sum up a piece of text?	<b>Summarise</b> Can you sum up a whole text?
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### BETWEEN THE LINES

You have to follow clues in the text to work out the answer.

<b>Key words</b> Can you understand text by working out the meaning of unfamiliar words?	<b>Unpick pronouns</b> Can you work out who or what a pronoun refers to?	<b>Instead of said</b> Can you recognise feelings or tone from instead of said words?	<b>Show not tell</b> Can you work out feelings or thoughts from what someone says or does?
	<b>My life?</b> Can you understand a situation better by putting yourself in someone else's shoes?	<b>Predicting</b> Can you suggest what might happen next from given or implied details?	

**Reading together  
at home.**

**Questions to ask  
whilst sharing a book**

**Year 2**

# Helping children to decode (to read the words on the page)

There are three ways to figure out a word that cannot be read:

## 1. Phonics:

Phonics is the use of the sounds in a word to solve what it says. For example: b-a-g = bag w-ee-k = week sh-o-p = shop.

You might need to ask for example: "What sound does 'c' and 'h' make when they are put together? ('ch')"

## 2. Context:

This is looking at a sentence as a whole and seeing what would make sense in the difficult word's place. For example: Child struggles with the word "where" in the sentence: "I don't know where the book is." Ask "Which words would make sense? Would 'who' work there?" etc.

## 3. Visual:

This is using pictures to figure out a difficult word. For example: Child struggles with the word "lorry" in the sentence: "Ben looked at the red lorry". Direct with: "Ben is looking at something red. Look at the picture - what could it be?"

- What kind (genre) of book / writing is this?
- Tell me about (character name) / (the ingredients) etc,
- Where would I look to find out about \_\_\_\_\_?
- How is (character name) feeling?
- Which is the best describing word on this page?
- Why do you like / dislike this book?
- What made \_\_\_\_\_ happen?
- What does this punctuation mean?
- Why do you think the author wrote this book?
- Is this a modern book? Is it set in England? Why/ why not?

More challenging questions for fluent, expressive readers

- Can you tell me about \_\_\_\_\_. Which words on the page tell you that?
- What does it *really* mean when it says \_\_\_\_\_?
- How is this page set out?
- What kind of language has the author used?
- What does the author want us to think about \_\_\_\_\_?

## ON THE LINES

**Who did the ..... belong to?**

Who did most castles belong to?

**At the end of the story, was ..... happy? Why?**

At the end of the story, was Bella happy? Why?

**When did the ..... start to ..... ?**

When did the servants start to work?

**Give two things that people ..... at the .....?**

Give two things that people made inside the castle walls?

**Where were ..... at the beginning of the story?**

Where were the two neighbours walking at the beginning of the story?

**What did ..... want to do before .....?**

What job did Tony Ross want to do before he became a writer and illustrator?

**There are two ..... in the story. Which ..... is ..... and which ..... is .....?**

There are two men in the story. Which man is kind and which man is greedy?

**Why was ..... surprised when .....?**

Why was the farmer surprised when he opened up the first pumpkin?

**What made ..... feel .....?**

What made the greedy man feel sick?

**Why does ..... like to .....?**

Why does Tony Ross like to illustrate his own books more than books by other people?

**Number the events from ..... to .... to show the order they happened in the story.**

Number the events from 1 to 4 to show the order they happened in the story.

## BETWEEN THE LINES

**What made ..... a ..... place?**

What made castles smelly places?

**Find and copy two words that show that .....**

Find and copy two words that show that the coat is warm.

**Give two things ..... does that tell you .....**

Give two things the greedy man does that tell you he could not wait for the seed to grow.

**What does the word..... imply about.....?**

What does the word 'plush' imply about the owner of the house?

**Find and copy one word that shows .....**

Find and copy one word that shows that knights were very good fighters.

**How is the ..... like a .....?**

How is the child in the poem like a parcel?

**The ..... when ..... because .....**

The farmer let the bird go when its wing had healed because ..... (4 options)

**Why did the ..... ?**

Why did the greedy man take a slingshot with him on the third day?

**The ..... Why did ..... do this?**

The greedy man searched for a wounded bird. Why did he do this?

**Why did ..... start to .....?**

Why did the greedy man start clapping his hands in delight?

**..... What does this mean?**

My neck hides in a scarf. What does this mean?