

Understand both the books they read accurately and fluently and those they listen to by:

...drawing on what they already know or on background information and vocabulary provided by the teacher

- What do you already know about this topic?
- Have you ever been in a similar situation? What happened? How did you feel or behave?

Understand both the books they read accurately and fluently and those they listen to by:

...checking that the text makes sense to them as they read, and correcting mistakes

- Did that make sense? Can you work out what this (unfamiliar) word means by reading around it?
- How does punctuation help you to read for sense?

Understand both the books they read accurately and fluently and those they listen to by:

...making inferences on the basis of what is being said and done

- Why did (a character) behave in this way?
- Can you choose a character from the story that interests you and say why?
- How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this?

Understand both the books they read accurately and fluently and those they listen to by:

...predicting what might happen on the basis of what has been read so far

- Based on the cover/this chapter/section, what do you think the book/next section will be about?
- Using role play, can you act out what you think might happen?



For further support or additional information, please contact reception and make an appointment with your child's class teacher or a member of the Senior Leadership Team



Watling Rd, Ferry Fryston, Castleford, WF10 3SN

Telephone: 01977 515994 Website: www.oysterpark.co.uk

Email: headteacher@oysterpark.co.uk



Reading Comprehension Year 2 Parent Information

Oyster Park Primary Academy



Reading is an important skill, which aids learning in all curriculum areas. At Oyster Park Primary we are dedicated to ensuring children develop a love of reading and become confident readers. We understand the importance of parent partnerships and this booklet provides information for parents and carers on strategies to support and develop reading comprehension at home.

If you have any queries regarding the content of this booklet or want support in knowing, how best to help your child please talk to your child's teacher.

"The more that you read, the more things you will know. The more that you learn the more places you will go!"

Dr Seuss



AMBITION ● BRAVERY ● RESPECT



KS1 Reading Strands

1a: Draw on knowledge of vocabulary to understand texts.

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

1c: Identify and explain the sequence of events in texts.

1d: Make inferences from the text.

1e: Predict what might happen on the basis of what has been read so far.



Year 2 Question Prompts

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to and discussing a wide range of poems, stories and non-fiction texts

- What was your favourite part of this book?
- Can you find a page in the story/a part of the poem that you didn't like?
- Can you choose a character from the story that interests you, and say why?
- What made you choose this book? What sort of book is this, and how can you tell?
- What is the author's view of this subject/events in this story? How can you tell?

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

...discussing the sequence of events in books and how information is linked

- What is the main event in this story?
- What was happening at the beginning of the story?
- Can you find words which tell you the order things happened in?
- Can you think of another way to begin this story?
- Were you surprised by the ending? Is it what you expected?

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

...becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

- What happened in the story?
- Who do you think is telling this story?
- Can you choose part of the story to retell to your friend/group?
- How can you use your voice to make your story?

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

...being introduced to non-fiction books that are structured in structured in different ways

- How is this book organised? Does the genre (fiction/non-fiction) affect how the author presents the text?
- What is the theme of this book?
- Has the author put certain words in bold or in have done this?
- Can you find the contents/index/glossary? include these?

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

...recognising simple recurring language in stories and poetry

- Can you recognise any patterns in the way words are used in the text?
- How do stories often begin? Can you think of a different way to begin this story/section?

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

...discussing and clarifying word meanings, linking new meaning to those already known

- Is this like any other word you know?
- Does it sound the same? Does it mean the same?

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

...discussing their favourite words and phrases

- Can you find any amazing adjectives?
- Can you find a powerful verb? Why has the author chosen this verb?
- Can you find a description of (a character/setting) that you particularly like? Why do you like it?



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