

**Comprehension expectations for year two:**

**Questions adults could ask to help develop these skills:**

Express views about a wide range of stories, poems and non-fiction at a level beyond which they can read independently.

"How did \_\_\_\_\_ make you feel? What did you think of the ending? I wonder who your favourite character was? My favourite bit was when... how about you?"

Discuss the sequence of events in books and how items of information are related?

"What happened after.....? Why do you think the author included the bit about.....?"

Become increasingly familiar with retelling a wide range of stories/ traditional tales.

"Let's talk through the different parts of the story. Let's tell the story again taking a big step each time we move onto a different part."

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

"Let's look at these two pages. What do you notice is the same? How do we know what the pages are about?"

Recognise simple recurring language in stories and poetry.

"*Suddenly she was surrounded by snapping teeth*—why do you think I read out that phrase?"

**Comprehension expectations for year two:**

**Questions adults could ask to help develop these skills:**

Discuss and clarify the meaning of words linking new meanings to words they already know.

"Have you heard that word before? What might it mean? Which other words in the text could help you?"

Discuss their favourite words and phrases.

"I love the word \_\_\_\_\_ because it makes me think of \_\_\_\_\_. Which words do you like? What does \_\_\_\_\_ make you think of?"

Be able to recite an increasing number of poems, using intonation to make the meaning clear.

"Let's say the poem together while we pack up our books. Which words could we say more loudly than other words?"

Use background information and vocabulary to show understanding.

"Do you remember when we visited \_\_\_\_\_? I remember we had the word \_\_\_\_\_ when we were reading about \_\_\_\_\_."

Make predictions on the basis of what has been read.

"So if \_\_\_\_\_ happened, what might happen next? Why do you think that might happen?"

**Comprehension expectations for year two:**

**Questions adults could ask to help develop these skills:**

Check that the text makes sense to them as they are reading. Children can self-correct.

“Did that make sense to you? Try again and see if it makes sense this time.”

Make inferences on the basis of what is said and done.

“Why do you think that \_\_\_\_\_ did that. When \_\_\_\_\_ says....., what does that tell us about him/her?”

Ask and answer questions about the text.

“What’s the same about the stories in this book? What do you think this word might mean? What language is used to describe \_\_\_\_\_ (character/setting)? What does this word make you think of?”

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

“What do you think is going to happen next in the story. Why do you think that might happen?”

**Word reading expectations for year two:**

**Questions adults could ask to help develop word reading:**

Continue to apply phonic knowledge and skills to decode words until reading is fluent.

Can you sound out this word?  
What sound do these letters make together?

Recognise alternative sounds for graphemes (letters).

What sound does the letter \_\_\_\_\_ make in this word? Does it always make that sound? Can you think of any other sounds it could make?

Read words containing 2 or more syllables.

Can we break this word into smaller chunks? Now let’s put the chunks together.

Read words containing common suffixes.

Can you find a word with the suffix *-ful*?

Read common exception words (see accompanying list below)

Can you find the word \_\_\_\_\_ before me?



Supporting your child's reading  
Year two Common Exception Words



after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	climb	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

