

Frequently asked questions...

What do I do with the Home School Liaison Book?

Children have the opportunity to change their colour-level reading book every day and record their book title in their Home School Liaison Book. 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?

Children in Year 2 are heard reading twice per week.

The TA will hear your child read their colour-level reading book weekly to ensure that their ability level is well matched to the colour level that your child is assigned to. This is also checked by the teacher periodically.

The teacher hears your child read weekly in a "guided group" . 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 Home School Liaison Book to let you know how well they achieved and if there is anything they could do to improve even further.

How do children choose their Library books?

Each week, your child will visit the JESS Library. Here, they are free to choose any book that they are interested in.

Sometimes, children will choose a book that is too advanced for their age. When this happens, feel free to read the book to them. We aim for all children to love books and reading, so do help your child to enjoy their book even if they cannot yet read it for themselves.

Similarly, should your child bring home a Library book which is below their level, we hope they enjoy it nonetheless!



**Reading together
at home.
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?"

Questions to ask whilst sharing a book

- 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 Dubai?

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 _____?