

# Chalfont St Peter Infant School

**Your child is reading Gold level books.**

## Word Level Targets

- To read on sight high frequency words specific to graded books
- To identify words within words and common letter strings as an aid to decoding unfamiliar words
- To identify and discuss new words in texts
- To find and blend common vowel sounds as an aid to reading unfamiliar words

## Sentence Level Targets

- To read aloud with intonation and expression appropriate to the grammar and punctuation
- To recognise and take account of commas and exclamation marks when reading
- To discuss how dialogue is set out
- To read new and unfamiliar words using understanding of how words fit in to sentences to predict text, to read on, to leave a gap and reread.

## Text Level Targets

- Discuss story settings: compare differences, consider how different settings influence events and behaviour
- To identify the main points in a non-fiction text
- To discuss and predict story themes
- To identify and describe characters, expressing own views and using words and phrases from the text
- To evaluate the usefulness of a text for its purpose
- To predict incidents and give reasons why they happen
- To scan a text to find specific sections e.g. key words, phrases, subheadings

### Here are some ways you can help your child at home:

Listen to your child read as often as possible! Five or ten minutes every day is more effective than one 30-minute session.

- Sometimes ask your child to read their book on their own and then tell you about it
- Listen to long words. Count the syllables.
- Do they use what they know to work out difficult words?
- Know that some words that sound the same are not spelt the same.
- Read a sentence again if it does not make sense.
- Read on and look back in a sentence to work out hard words.
- Answer questions about the part of the story they have just read.
- Answer questions about a page in an information book.
- Index, contents, glossary. Use these to find information.
- Read all the Year 2 Common Exception Words:

### **Year 2**

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

- Make sure your reading flows. Don't forget to use punctuation.

- Begin to use detective skills to explain ideas.
- Use what you already know to make sense of the text.
- Figure out the main themes/ideas and show understanding.
- Recognise different ways things are said (slang, chatty, speech, poetic etc.).
- Say who the main characters are. Find some good words to describe them.
- Explain your opinions – Don't just say 'it was funny/sad/good'
- When sharing your ideas back them up with evidence from the text.