

Reading Cue Card Year 2	Question Stems
<p><b>Book introduction</b> Look at title, front cover (discuss author, illustrator), and blurb (back cover). <i>Briefly</i> draw out prior knowledge of text type etc. or predict storyline, nature of characters.</p>	<p><b>Victor Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>• Why do you think the author used the word... to describe...?</li> <li>• Which other word on this page means the same as...?</li> <li>• Which is your favourite word/phrase? Why do you like it?</li> <li>• Are there any words you don't know the meaning of?</li> </ul> <p><b>Sequencing Suki</b></p> <ul style="list-style-type: none"> <li>• What happens in the beginning of the story?</li> <li>• How/where does the story start?</li> <li>• What happened at the end of the... ?</li> <li>• What happened before that?</li> <li>• Retell the story in a few words</li> </ul> <p><b>Rex Retriever</b></p> <ul style="list-style-type: none"> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set? How do you know?</li> <li>• Which is your favourite/worst/funniest/ scariest part of the story? Why?</li> <li>• Tell me three facts you have learned from the text (non-fiction).</li> <li>• Find the part where...</li> <li>• Which words are repeated? What pattern does the text follow?</li> </ul> <p><b>Predicting Pip</b></p> <ul style="list-style-type: none"> <li>• Where do you think...will go next?</li> <li>• What do you think...will say / do next?</li> <li>• What do you think this book will be about? Why?</li> <li>• How do you think that this will end? What makes you say that?</li> <li>• Who do you think ...has done it?</li> <li>• What might...say about that?</li> </ul> <p><b>Inference Iggy</b></p> <ul style="list-style-type: none"> <li>• What do you think...means? Why do you think that?</li> <li>• Why do you think. ?</li> <li>• How do you think. ?</li> <li>• When do you think. ?</li> <li>• Where do you think. ?</li> <li>• How has the author made us think that?</li> </ul>
<p><b>Strategy check</b> What do we do when we find a word we don't know?</p> <ul style="list-style-type: none"> <li>• Phonic cues (sounding out)</li> <li>• Word recognition (tricky and high frequency words)</li> <li>• Look inside front cover for practise words.</li> </ul>	
<p><b>Independent reading</b> If not reading fluently-encourage child to reread sentences once decoded.</p>	
<p><b>Return and Respond to text</b> Encourage child to retell what they have read (model as necessary). Ask questions related to the aims and question to check understanding. Encourage child to return to text to find and explain answers. Review good use of decoding strategies.</p>	
<p><b>Follow up work</b> Record in the Reading Record: date, title, comment and your initials.</p>	
<p><b>Year 2 Reading Aims (National Curriculum)</b></p> <ul style="list-style-type: none"> <li>• secure phonic decoding until reading is fluent</li> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read polysyllabic words containing above graphemes</li> <li>• read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</li> <li>• read Year 2 common exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> <li>• recognise simple recurring literary language in stories and poetry</li> <li>• discuss and clarify the meanings of words and link new meanings to known vocabulary</li> <li>• discuss their favourite words and phrases</li> <li>• discuss the sequence of events in books and how items of information are related</li> <li>• check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• make inferences on the basis of what is being said and done</li> <li>• answer and ask questions</li> <li>• predict what might happen on the basis of what has been read so far</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	