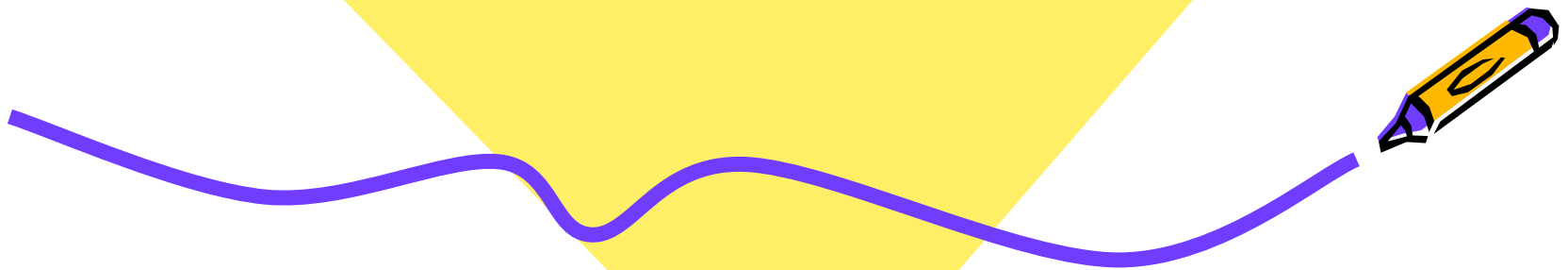


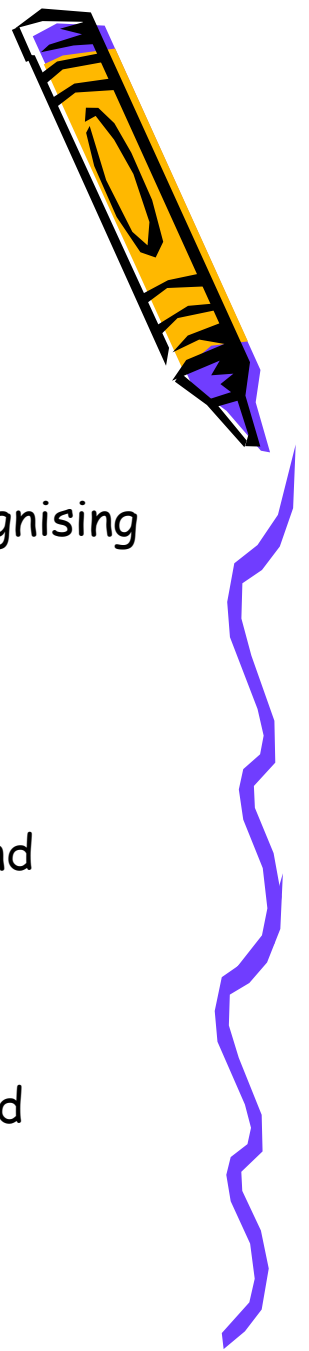


Year 2

Supporting children with
their Reading and Writing



Reading Objectives



- Word Reading
 - Apply phonic knowledge and skills to decode words.
 - Read accurately by blending sounds in words, especially recognising alternative sounds for graphemes.
 - Read words of two or more syllables.
 - Read words containing common suffixes.
 - Read further common exception words.
 - Read words quickly and accurately, without overt sounding and blending., when they have been frequently encountered.
 - Read aloud books closely matched to their improving phonic knowledge.
 - Reread books to build up their fluency and confidence in word reading.



Name: _____
Reception into Year 1 – Key words Phase 2-5 Letters and Sounds

Phase 2	Read	Write		Read	Write		Read	Write	Phase 5	Read	Write
a			the			they			don't		
an			to			all			old		
as			I			are			I'm		
at			no			my			by		
if			go			her			time		
in			into			Phase 4			house		
is			Phase 3			went			about		
it			will			it's			your		
of			that			from			day		
off			this			children			made		
on			then			just			came		
can			them			help			make		
dad			with			said			here		
had			see			have			saw		
back			for			like			very		
and			now			so			put		
get			down			do			oh		
big			look			some			their		
him			too			come			people		
his			he			were			Mr		
not			she			there			Mrs		
got			we			little			looked		
up			me			one			called		
mum			be			when			asked		
but			was			out			could		
put			you			what					

Phase 2 – 32 words

Phase 3 – 24 words

Phase 4 – 20 words

Phase 5 – 24 words

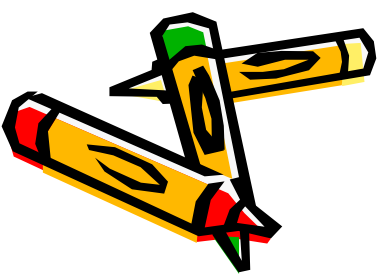
Total – 100 words



Next 100 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed





• Comprehension

- Listen to and discuss a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discuss the sequence of events in books.
- Be familiar with and retell a wide range of stories, fairy stories and traditional tales.
- Understand that fiction and non-fiction texts are structured in different ways.
- Discuss the meanings of new words.
- Discuss favourite words and phrases.
- Build up a repertoire of poems learnt by heart, and recite some, with appropriate intonation.



VIPERS

- VIPERS is a method of ensuring that teachers ask, and students are familiar with, a range of questions.



Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

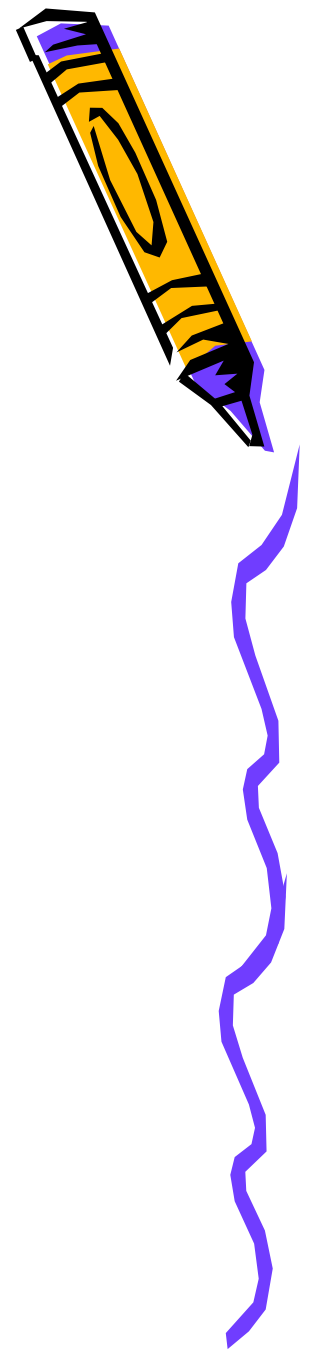
Sequence or Summarise



www.theworded.com © 2007



Book Band Reference Sheet



Band	Colour	Year Group Expectation
	Lime	
23,24	White	End of Year 2
21,22	Gold	
19,20	Purple	
17,18	Turquoise	End of Year 1
15,16	Orange	
12,13,14	Green	
9,10,11	Blue	
6,7,8	Yellow	End of Rec.
3,4,5	Red	
2	Pink	
1	Pink	

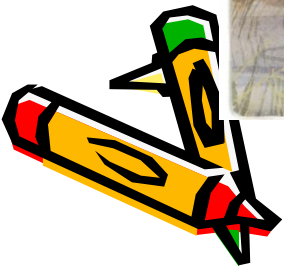
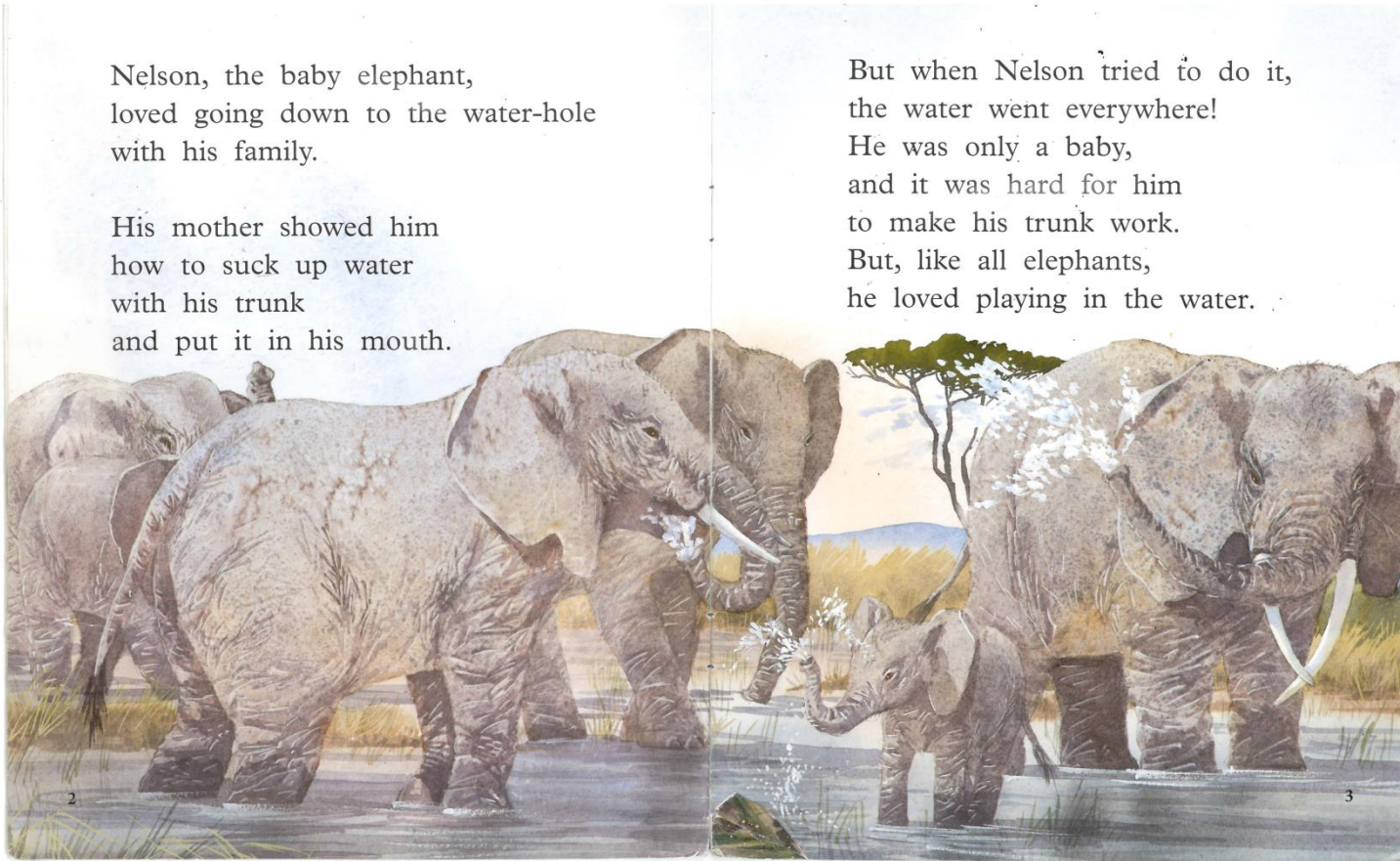


At the beginning of Year 2 the average child should be reading books at Turquoise Band.

Nelson, the baby elephant,
loved going down to the water-hole
with his family.

His mother showed him
how to suck up water
with his trunk
and put it in his mouth.

But when Nelson tried to do it,
the water went everywhere!
He was only a baby,
and it was hard for him
to make his trunk work.
But, like all elephants,
he loved playing in the water.



At the end of Year 2 the average child should be reading books at White Band.

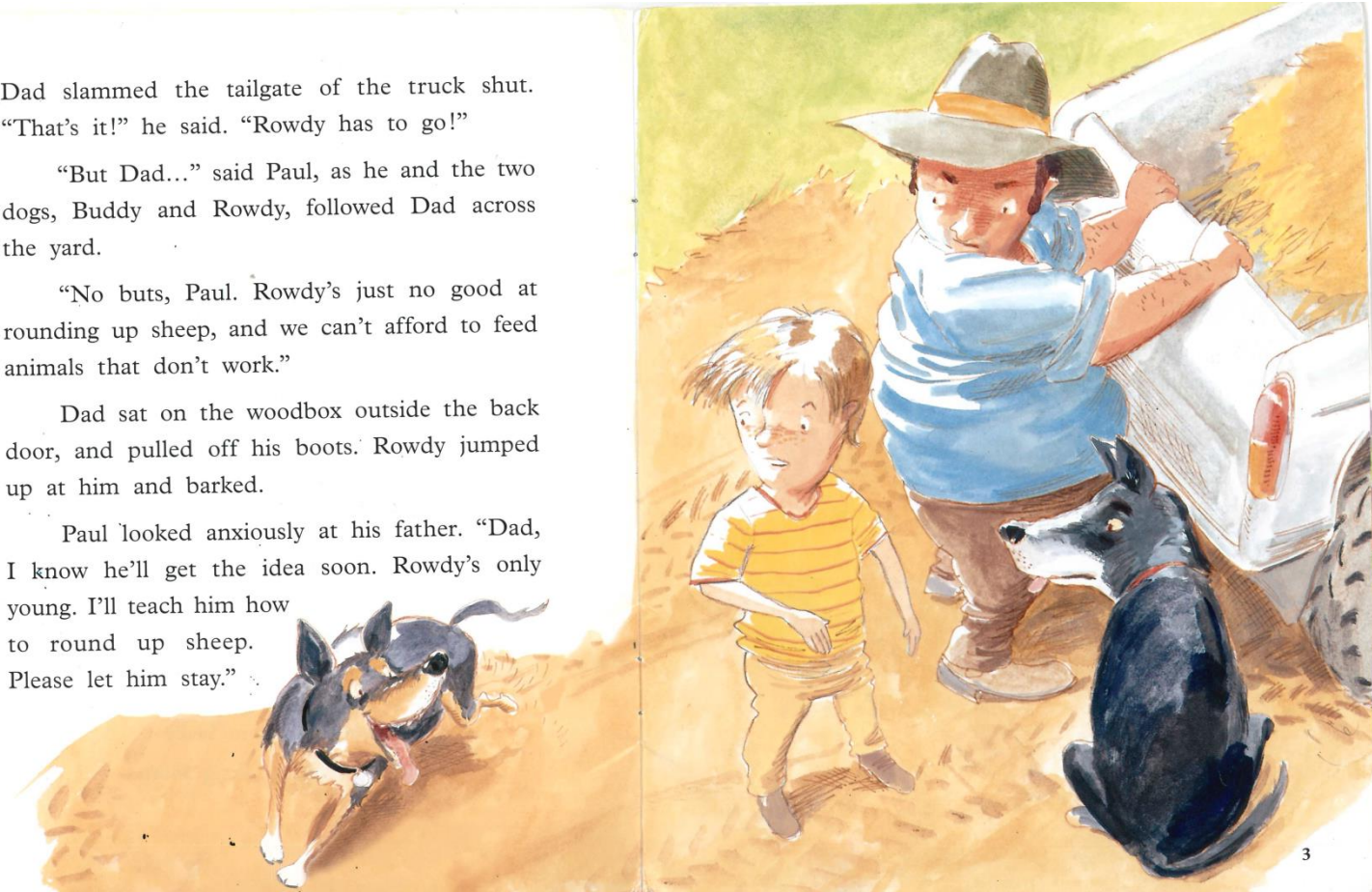
Dad slammed the tailgate of the truck shut. "That's it!" he said. "Rowdy has to go!"

"But Dad..." said Paul, as he and the two dogs, Buddy and Rowdy, followed Dad across the yard.

"No buts, Paul. Rowdy's just no good at rounding up sheep, and we can't afford to feed animals that don't work."

Dad sat on the woodbox outside the back door, and pulled off his boots. Rowdy jumped up at him and barked.

Paul looked anxiously at his father. "Dad, I know he'll get the idea soon. Rowdy's only young. I'll teach him how to round up sheep. Please let him stay."



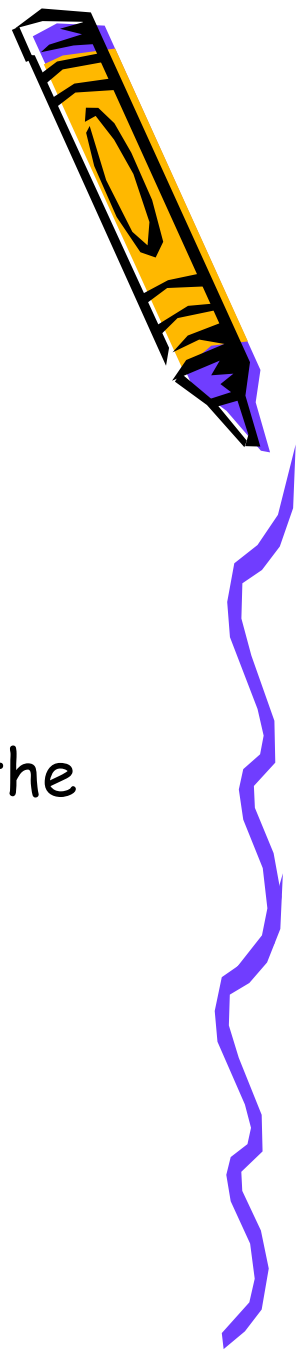
In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.



In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.



Reading Strategies



- The b_____ ran to meet his mum.
- We_____ football outside.
- We _____ football outside yesterday.



What can my child do if they are stuck on a word?

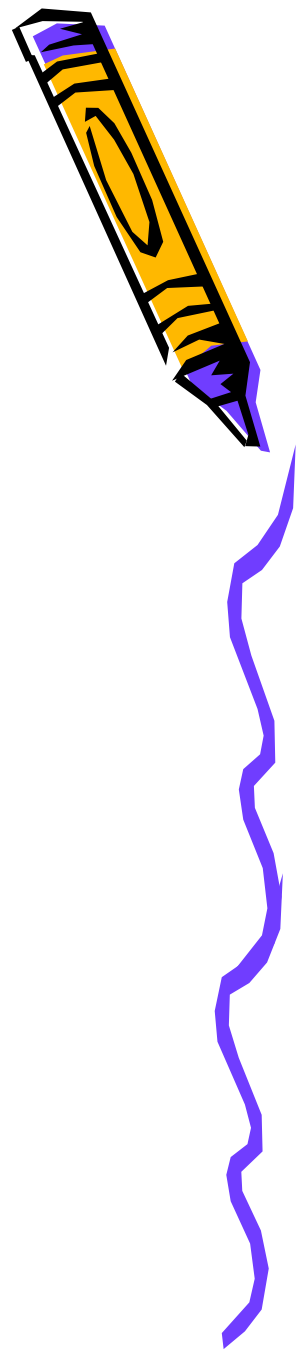


- Look at the picture.
- Try to sound out the word.
- Read on to the end of the sentence then go back and think what would make sense.
- Check if it looks like a word they know already e.g. could: would, should.



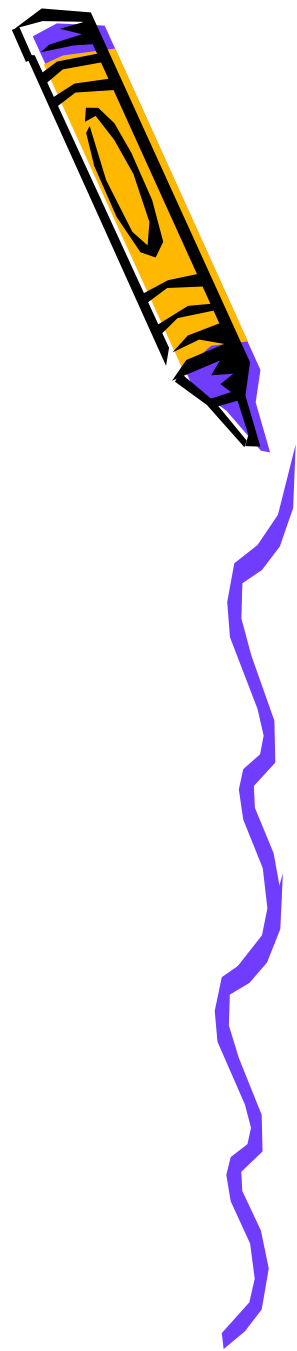
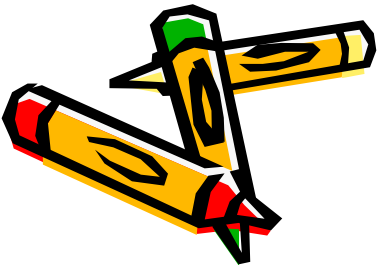
Punctuation

- Full stop .
- Comma ,
- Exclamation mark !
- Speech marks " "
- Question mark ?



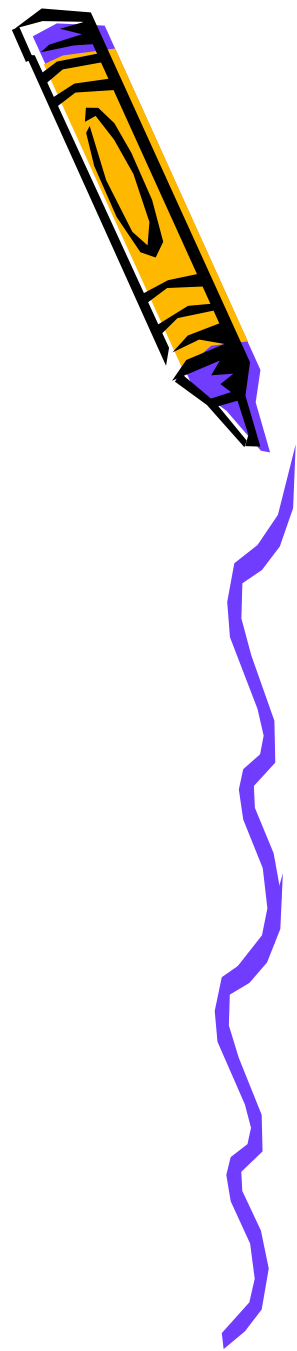
Book Conventions

- Non fiction/Fiction
- Title
- Contents page
- Index
- Glossary
- Paragraphs
- Headings
- Subheadings
- Illustrations
- Bold print



Dictionaries

- Children need to be able to use a dictionary.



Reading to your child

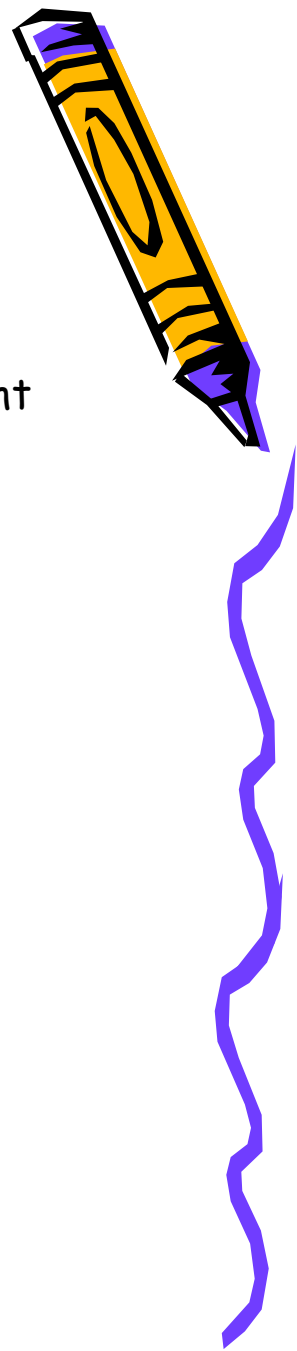


- It is important throughout that children continue to have opportunities to listen to experienced readers reading aloud.



How you can help at home

- Read with your child for approx. 15 minutes most days.
- Talk about the book -characters, sequence of events, predict what might happen.
- Retell favourite stories
- Discuss the meaning of new words.
- Join the library.
- Read to your child
- Phonic Practice: <http://www.oxfordphonicschecksupport.co.uk>



Working at the expected standard

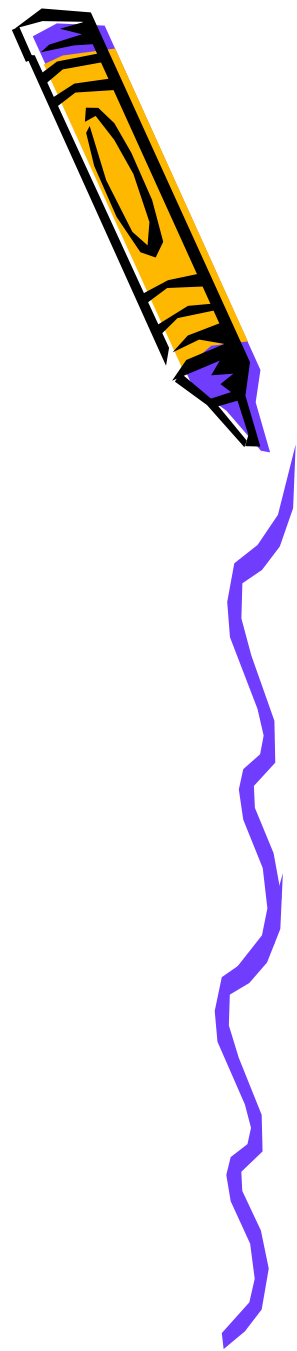
The pupil can:

- read accurately most words of two or more syllables e.g whiteboard, butterfly
- read most words containing common suffixes e.g -ment, -ness, -ful, -ly, -less (enjoyment, sadness, playful, badly)
- read most common exception words e.g. people, through, Mrs, could.

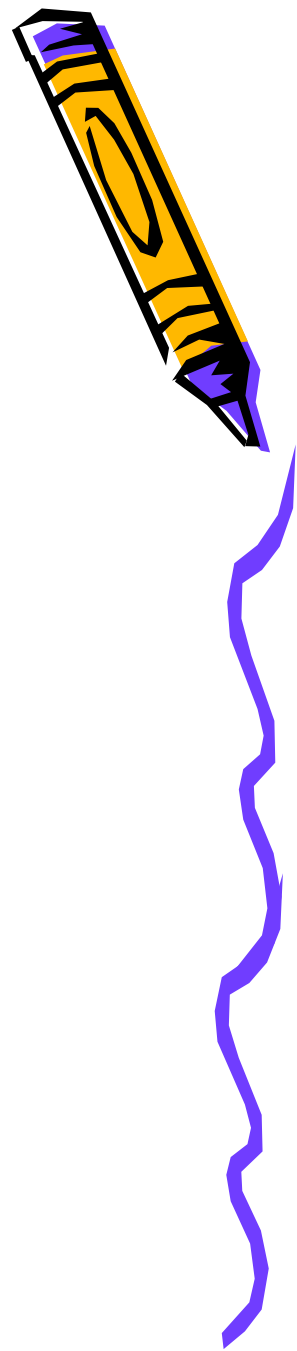


Assessment Without Levels

- **Greater Depth**
Using and applying knowledge, skills or understanding across the curriculum
- **Working At the Required Standard**
Secure in their understanding within the context of teaching
- **Working Towards the Required Standard**
Increasing understanding
- **Working Below the Required Standard**
Just starting to learn knowledge or skill



<https://www.gov.uk/government/publications/key-stage-1-tests-2022-english-reading-test-materials>





Remember

Develop a love of reading.

