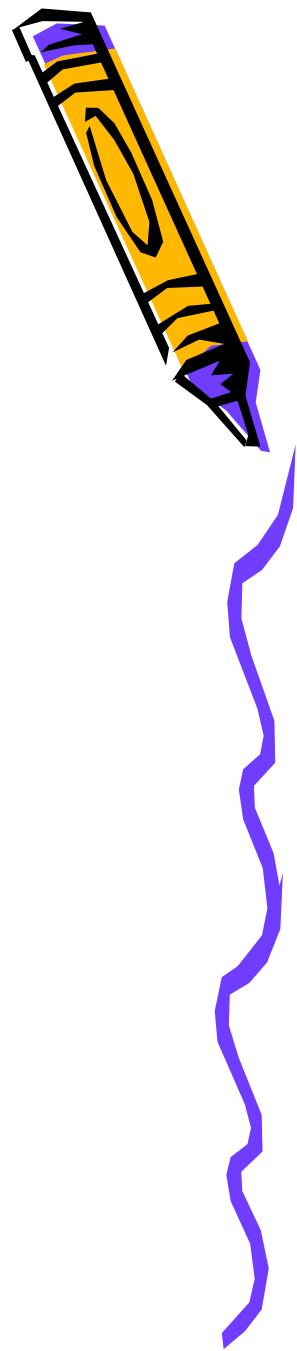


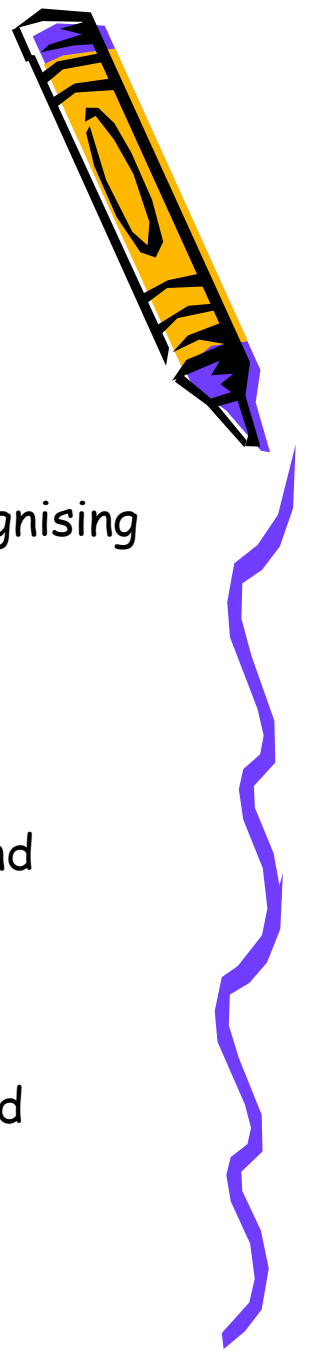
Tuesday 21st January
2020



Supporting Year 2 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.





• 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.

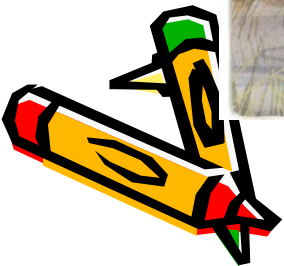
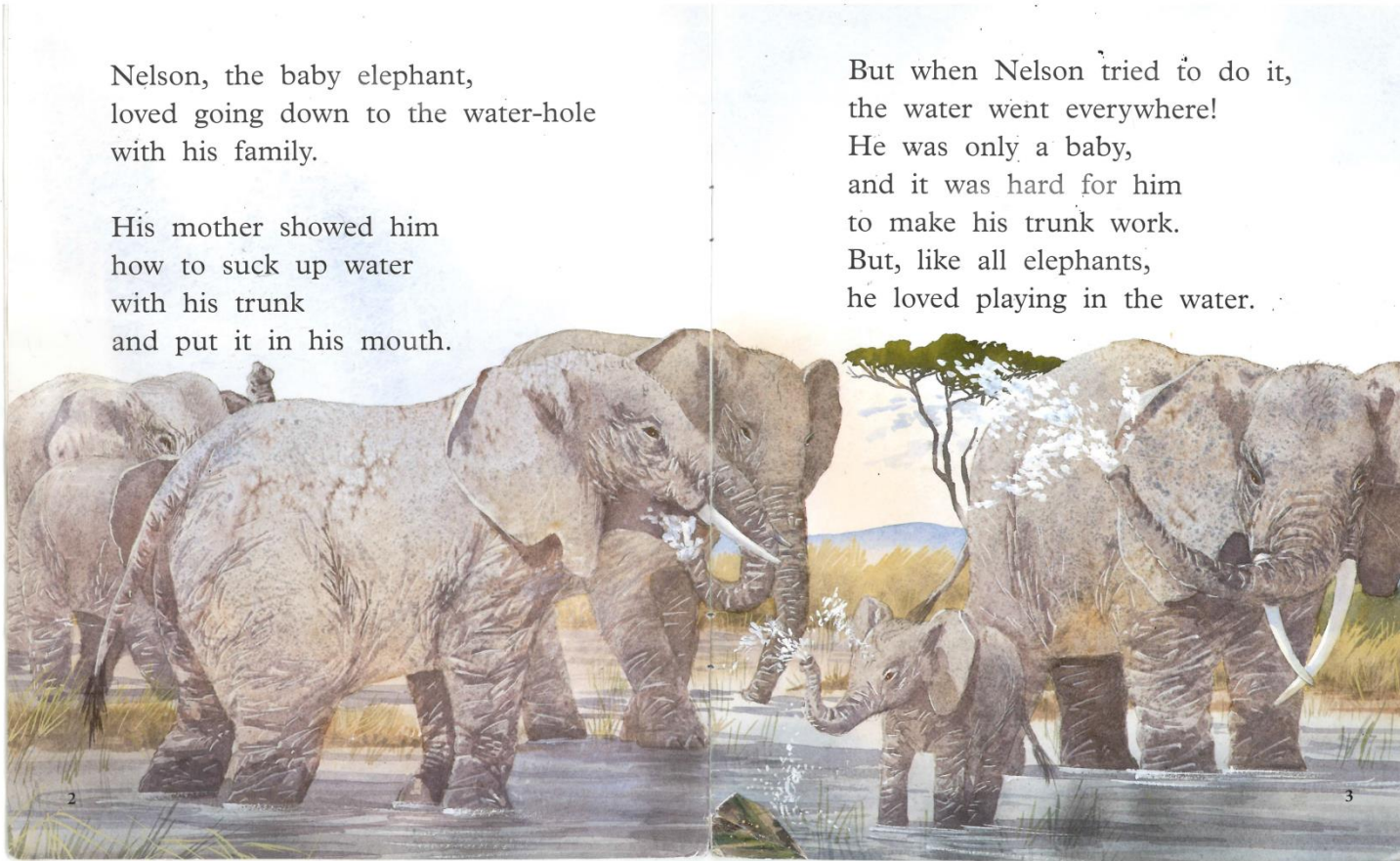


At the beginning of Year 2 the average child should be reading books at Turquoise Band.

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.

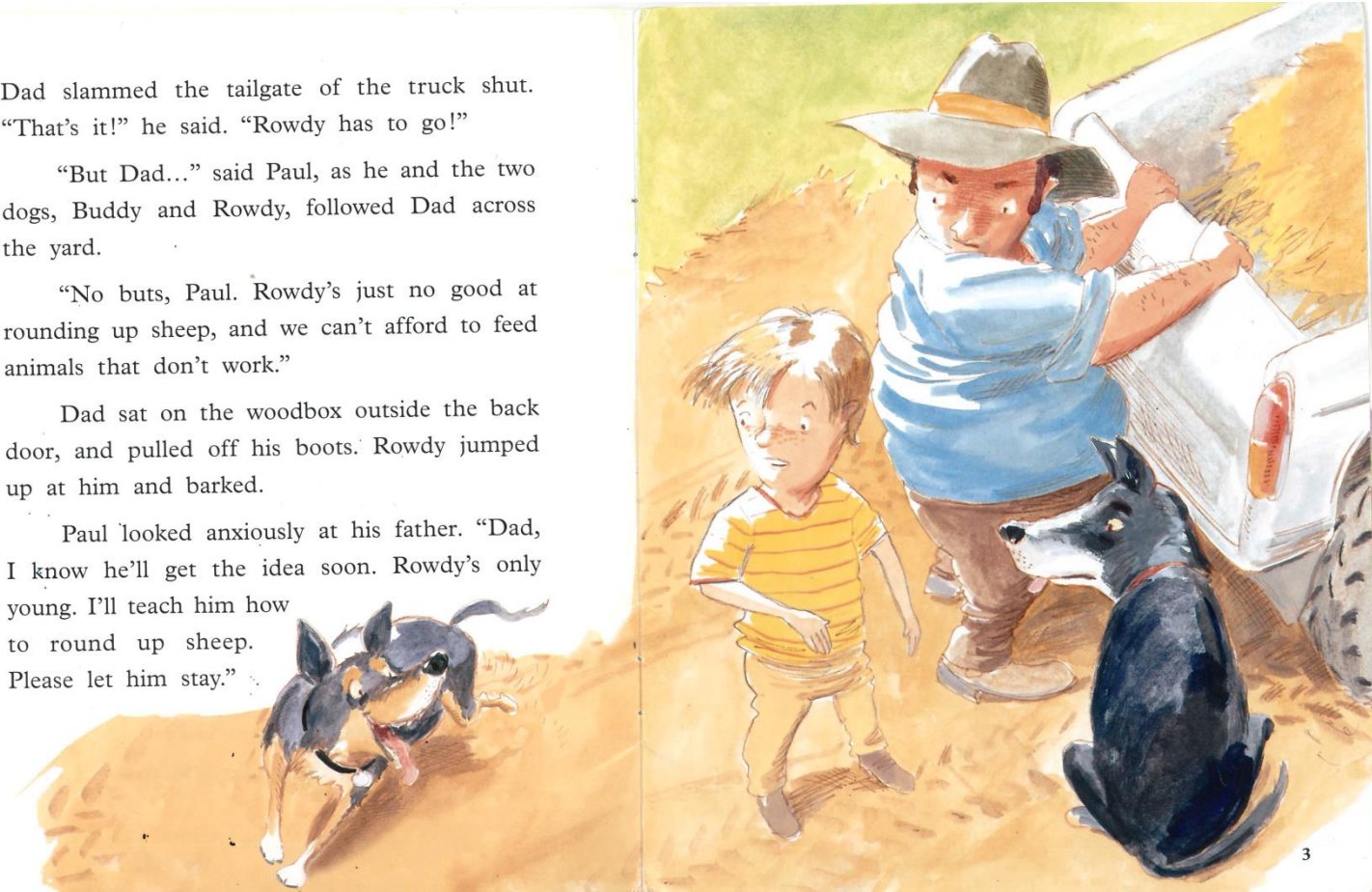
Dad slammed the tailgate of the truck shut. "That's it!" he said. "Rowdy has to go!"

"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."

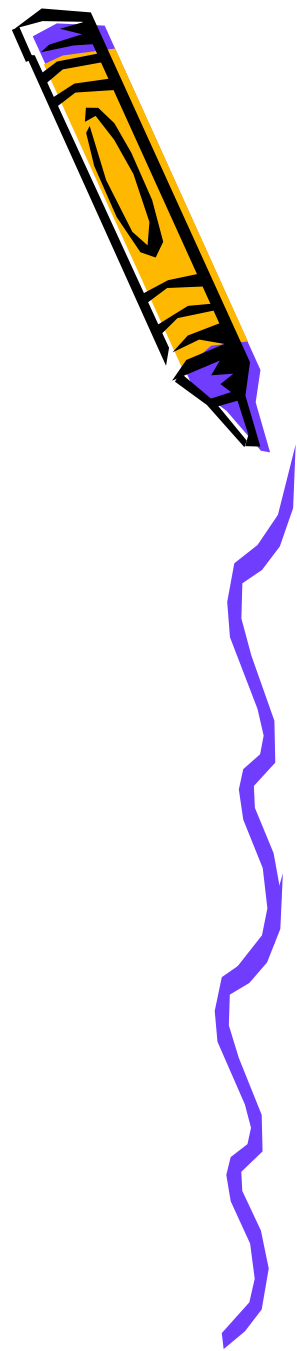
Dad sat on the woodbox outside the back door, and pulled off his boots. Rowdy jumped up at him and barked.

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."



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



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.



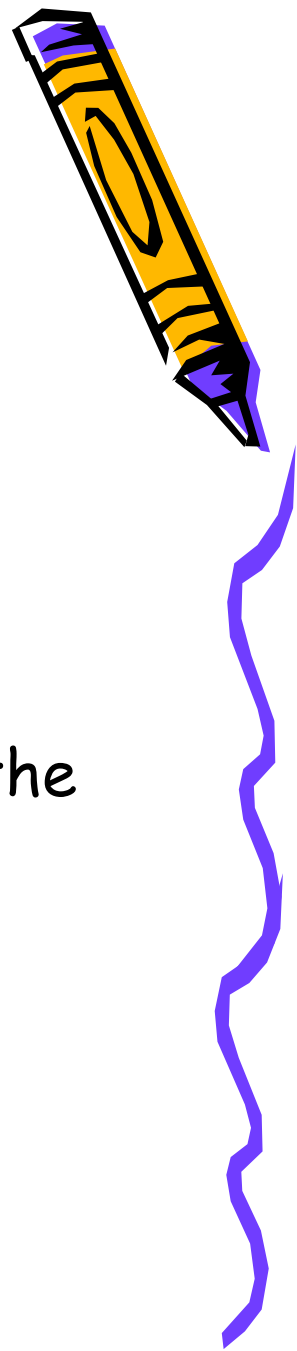
In age-appropriate books, the pupil can:

- 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?

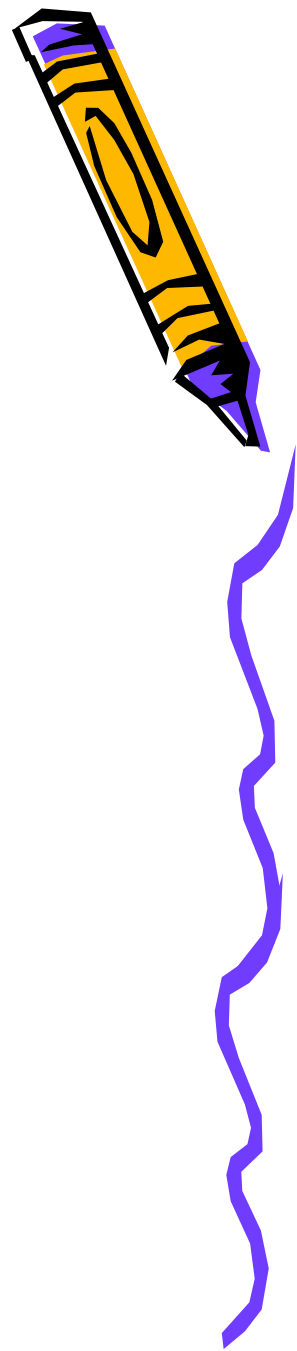


- Look at the picture.
- Try to sound out the word.
- Read on to the end of the sentence then go back and think what would make sense.
- Check if it looks like a word they know already e.g. could: would, should.



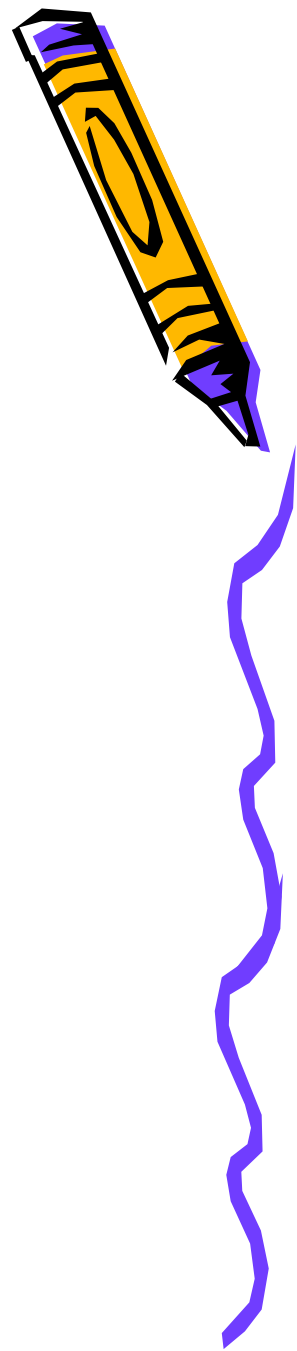
Punctuation

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



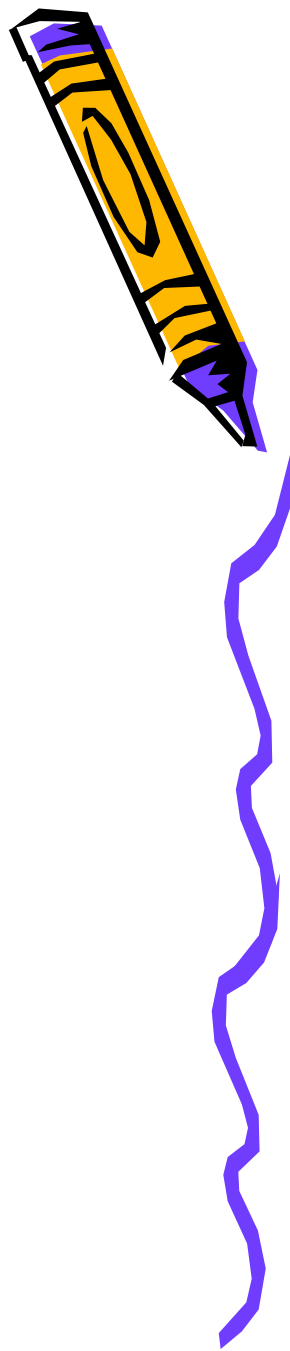
Book Conventions

- 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

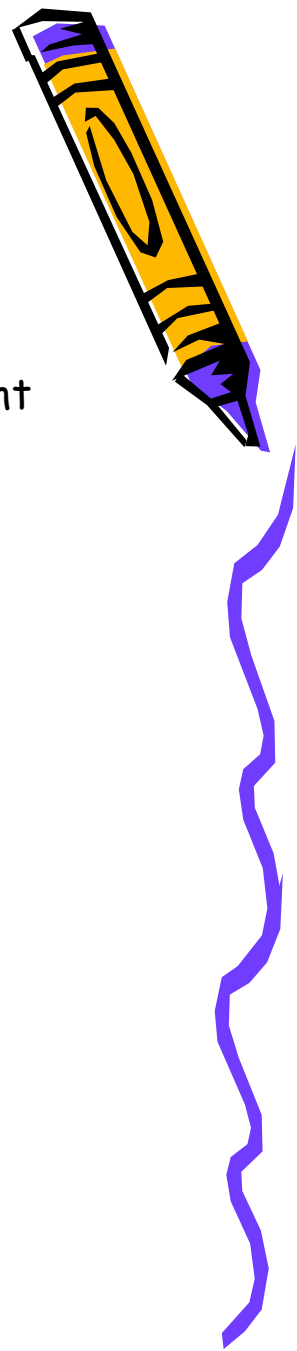


- It is important throughout that children continue to have opportunities to listen to experienced readers reading aloud.



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>



Remember



- Develop a love of reading.

