Year 2 - Reading with your child

It is important that your child understands what they are reading.

In order to develop your child's comprehension of their reading, it is important to spend time talking about what they have read.

These are some questions you could ask your child about their reading book.

What do you think is going to happen next?

How do you think the story will end?

Can you retell the story?

Who are the key characters in the book?

Find 3 words that describe your favourite character?

What doesmean?

Which paragraph tells you....?

What is your favourite part of the story and why?

What might this character have been thinking?

Why did he feel ...?

What questions would you ask your favourite character?

How many paragraphs are on the page?

What does the glossary tell us?

Can you think of another story that is similar to this one?

What was your favourite part of the story?

Why is this word in bold print?

Can you find and read some words in speech marks and make it sound like the character is talking?

Can you find a sentence with a comma in it and read the sentence?

What can you do if you get stuck on a word? (Look at the picture/Say the letter sounds and blend them/Read on to the end of the sentence, then go back and think what would fit in and look right.)

Phase 6 Phonics

During this phase, children become fluent readers and increasingly accurate spellers.

A few children may be less fluent and confident, often because their recognition of graphemes consisting of two or more letters is not automatic enough. Children who are not yet reliably recognising digraphs and are still reading them as individual letters(for instance /c/-/h/-/a/-/r/-/g/-/e instead of /ch/-ar/-ge/) will get extra reinforcement when they learn to spell words containing the digraphs such as road, leaf, town, cloud, shop.

Spelling

- Introducing and teaching the past tense.
- Learning how to add ending (suffixes) es -ed, -ing, -er, -ful, --ly, -y, -ment

Teaching and spelling long words

Strategies	Explanations
1. Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bit to remember(e.g. Sep-tem-ber, ba-by)
2. Base words	To learn my word I can find its base word (e.g. Smiling-base smile+ing, e.g. women = wo+men
3. Analogy	To learn my word I can use words that I already know to help me (e.g. could: would, should)
4. Mneumonics	To learn my word I can use words that I already know to help me (e.g. could -OU Lucky Duck; people - people eat orange peel like elephants

Finding and learning the difficult bits in words.

Spelling rules

Examples

When an /o/ sound follows a /w/ sound, it is often spelt with the letter a (e.g. was, wallet, want, wash, watch, wander)

• Contractions, such as I'm, let's and can't are usually easy to spell, but children need to know where to put the apostrophe

Using dictionaries

First dictionary practice should be with words starting with different letters, but once they are competent at this, they should learn how to look at second and subsequent letters., for example words starting with ai- come before words starting an- and as.

Handwriting

Developing a fluent joined style is an important part of learning to spell.

	treasure vision television pleasure leisure measure	zh sound
	June flute prune rude rule	u_e
	bone pole home alone those stone woke	0_e
time	like pine ripe shine slide prize nice	i_e
	these even theme gene scene complete	e_e
came made make	take game race snake	a_e
	haul launch haunted august author	au
	toe hoe doe foe woe goes tomatoes	0e
	new few stew blew chew grew drew screw	ew
	phonics dolphin elephant alphabet	p̀h
	when which wheel whisper	wh
Wes	paw raw claw jaw lawn yawn law	aw.
	blue clue glue true issue tissue venue	џе
	girl sir bird shirt birth third first	ir
	boy toy joy oyster destroy enjoy royal	оу
	sea seat meat treat heap least repeat	ea
	pie lie tie die cried tried spied fried	ie
about house	out cloud scout found proud sprout	no
day .	play may say stray clay spray tray	ау
High Frequency Words	Word building examples	Letters

Tricky words

Reading	oh their people Mr Mrs looked called asked water where who again thought through work mouse many laughed because
	different any eyes friends once please by put old very your here
Spelling	said so have like some come were there little one do out when what oh their people Mr Mrs looked called asked by
	put very your here old

Phase 2

-					-						-				-				
100001120111	High Frequency	. a as at	11 SI	In an	am	dad did and		got on not	can			get	mum up put		had his him has	big back but	of if off	let	
	Word building examples	sat tap pat	. dis did dit tid tis	pan pin tin tan nap	man mat map	sad dip	pig dig gas gap	pot top dog pop	cot cap cat cod	Kid Kit	pack sack kick pick sick	pet ten net pen peg men neck		rat rag ram rug rot rip rim	hot hut hop Ait hat hum hug	bad bad bed bus bat	tan tat fit tun tog putt huff	lap leg lit bell fill doll sell tell	léss hiss mess boss tuss kiss
	Letters	s-a-t-p		П	E	D	5	0	O	¥	Š	Φ	n	1,	U	q	1-11		SS

Tricky words to the no go I into (reading)

Phase 3

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Letters	Word building examples	High Frequency
	Jam Jab Jug Jog Job Jet	
>	et vat	
M	win wig wag web wax	WIII
×	mix fix box tax six	
>	yes yet yap yell	
Z	zip zigzag	
77 -	J DUZZ JaZZ	-
nb	quick quack	
cu	chop chin chip chill check such rich much	
Sh	ship shop shed shell fish cash rush	
t)		that this them then
bu	long	
al	hall	
66	teel weep teet leep meet week deep keep	see
dpi	night right sign	
oa	coat load goat loat road soap oak toad	
10	Oil boil coin coil join soil	
(lond)	zoo boot hoof zoom cool food root moon	t00
(Short)	toot cook good book took wood wool hook	look
MO	owl cow how town	Mou nwob
ar		
all	air chair fair hair lair pair .	
ear	ear dear tear hear gear near tear year rear	
er	germ term perm	
'n	tur burn burp curl hirt surt turn	
Or	fork cork sort born worn fort forn short	tor
ure	pure cure sure	

Tricky words to the no go I into we the he she be was my you her they

Phase 4

band land hand pond tond wind windmill lamp damp camp limp chimp jump hump tent dent hunt joint paint burnt bank thank sink link think bunk chunk gift lift shift tuff theft soft softest ask task tusk husk desktop tilt belt felt melt melting shelter gulp helpdesk helper gulp helpdesk helper gulp helpdesk helper hilk bulk kept milk bulk help gloff shelf milk bulk help gloff shelf milk bulk help grab green grip groan grunt grap cream creep crash crisp cramp crust crept brand shring brush brown brass frog fresh frost frown brass frog fresh crisp stant grap glad glass glint clamp clown clear stop step start start start stand stamp stop step start start stand stamp from spot spin spoil spoon sport speech spend stop step start start stand stamp from twint twisting smell smart smear printer scoop school scrop school scrop school scrop school scrop school scrop school french french punch crunch lunchbox scrop string filmight string string string string string string string string filmight film			Link Engainmon
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smell smart sm printer scoop s	tw	twist tv	
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shrink strap string thrust thrust	scr	scrunch scrap	
strap string thrust thrust	shr	shrink	
	str	string	
	thr	thrust thrush thrill	

Tricky words said so have you like come were there little one do when out he she we me be was you they all are my her (writing)

Name:

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

Phase	Read	Write		Read	Write		Read	Write	Phase	Read	Write
2									5		
а			tine			they			don't		
an			io i			all			old		
as						elee .			ľm		
at			19(0)			199V,			by		
if			€0			licer			time		
in			late			Phase 4			house		
is			Phase			went			about		
			3								
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			S0	L.		put		
get			down		1-	i (i			Oh .		
big			look			Some			their		
him			too			(denute			people		
his		2	he			were			IMIT 1		
not			she			dhene			IMIns		
got			we			Mide			looked		
up			inne			600 6			called		
mum			lbe i			when			asked		
but			was			00f			could		
put			you			what				-	

Phase 2 – 32 words

Phase 3 - 24 words

Phase 4-20 words

Phase 5 - 24 words

Total - 100 words



Next 200 common words in order of frequency

Name:

Name.						
water	everyone	these	king.	fun'	fell	lived
away	our	began	town	place	friends	birds
good	two	boy	I've	mother	box	duck
want	has	animals	around	sat	dark	horse
over	yes	never	every	boat	grandad	rabbit
how	play	next	garden	window	there's	white
did	take	first	fast	sleep	looking	coming
man	thought	work	only	feet	end	he's
going	dog	lots	many	morning	than	river
where	well	need	laughed (50)	queen	best	liked
would	find	that's	let's	each	better	giant
or	more	baby	much	book	hot	looks
†ook	I'll ·	fish	suddenly	its	sun	use
school	round	gave	told	green	across	along.
think	tree	mouse	another	different	gone	plants
home	magic	something	great	let	hard	dragon
who	shouted	bed	why	girl	floppy	pulled
didn't	us	may	cried	which	really	we're
ran	other	still	keep	inside	wind	fly
know	food (50)	found	room	run ,	wish	grow (50)
bear	fox	live	last	any	eggs	
can't	through	say	jumped	under	once	
again	way	soon	because	hat	please	
cat	been	night	even	snow	thing	
long	stop	narrator	am	air	stopped	
things	must	small	before	trees	ever	-
new	red	car	gran	bad	miss '	
after	door	couldn't	clothes	tea	most	
wanted	right	three	tell	top	cold .	
eat	sea	head	key	eyes (50)	park	