

# 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 does ....mean?

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 bits 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. Mnemonics	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.



Phase 5

Letters	Word building examples	High Frequency Words
ay	play may say stray clay spray tray	day
ou	out cloud scout found proud sprout	about house
ie	pie lie tie die cried tried spied fried	
ea	sea seat meat treat heap least repeat	
oy	boy toy joy oyster destroy enjoy royal	
ir	girl sir bird shirt birth third first	
ue	blue clue glue true issue tissue venue	
aw	paw raw claw jaw lawn yawn law	saw
wh	when which wheel whisper	
ph	phonics dolphin elephant alphabet	
ew	new few stew blew chew grew drew screw	
oe	toe hoe doe foe woe goes tomatoes	
au	haul launch haunted august author	
a_e	take game race snake	came made make
e_e	these even theme gene scene complete	
i_e	like pine ripe shine slide prize nice	time
o_e	bone pole home alone those stone woke	
u_e	June flute prune rude rule	
zh sound	treasure vision television pleasure leisure measure	

**Tricky words**

<b>Reading</b>	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
<b>Spelling</b>	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

Letters	Word building examples	High Frequency
s-a-i-p	sat tap pat	a as at
i	sir pit tip pip sip	is it
n	pan pin tin tan nap	in an
m	man mat map	am
d	sad dip	dad did and
g	big dig gas gap	got on not
o	pot top dog pop	can
c	cot cap cat cod	
k	kid kit	
ck	pack sack kick pick sick	
e	pet ten net pen peg men neck	get
u	run mug cup sun mud	mum up put
r	rat rag rain rug rot rip rim	
h	hot hut hop hat hat hum hug	had his him has
b	bad bag bed bug bus bat	big back but
t	tan rat fit fun fog puff hurt	of it off
l	lap leg lit bell till doll sell tell	let
ss	less hiss mess boss tuss kiss	

Tricky words: to the no go I into (reading)

### Phase 3

Letters	Word building examples	High Frequency
j	jam jab jug jog job jet	
v	van vet vat	will
w	win wig wag web wax	
x	mix fix box tax six	
y	yes yet yap yell	
z	zip zigzag	
zz	buzz jazz	
qu	quit quiz quick quack	
ch	chop chin chip chill check such rich much	
sh	ship shop shed shell fish cash rush	
th	thin thick moth	that this them then
ng	ring rang hang song wing king long sing	
ai	wait hail pain aim sail main tail rain bait	
ee	feel weep teep jeep meet week deep keep	see
igh	high sigh light might night right sight tight	
oa	coat load goat road soap oak toad	
oi	oil boil coin coil join soil	
oo (long)	zoo boot hoot zoom cool food root moon	too
oo (short)	foot cook good book took wood wool hook	look
ow	owl cow now town	down now
ar	bar car bark card cart hard jar park	
air	air chair fair hair hair pair	
ear	ear dear tear near gear near year rear	
er	germ term perm	
ur	tur burn burp curl hurt surf turn	
or	fork cork sort born worn tort torn short	for
ure	pure cure sure	

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

### Phase 4

Letters	Word building examples	High Frequency words
st	nest best chest cost lost toast	just
nd	band land hand pond fond wind windmill	
mp	lamp damp camp limp chimp jump hump	
nt	tent dent hunt joint paint burnt	went
nk	bank thank sink link think bunk chunk	
tt	gilt lift shift tuft theft soft softest	
sk	ask task tusk husk desktop	
tt	tit belt felt melt melting shelter	
lp	gulp helpdesk helper	help
lf	golf shelf	
lk	milk bulk	
pt	kept	
xt	next	
tr	trip tree train trash trail trend trust trunk	children
dr	drank drift droop drop drift driftwood	
gr	grab green grip groan grunt grant grasp	
cr	cream creep crash crisp cramp crust crept	
br	brand bring brush brown brass	
fr	frog fresh frost frozen freshness	from
bl	bleed blend blink blank blast	
fl	flag flair float floating	
gl	glad glass glint	
cl	clamp clown clear	
sl	slept slant	
sp	spot spin spoil spoon sport speech spend	
st	stop step steep start star stair stand stamp	
tw	twin twist twisting	
sm	smell smart smear	
pr	printer	
sc	scoop	
sk	skunk	
sn	sniff	
nch	bench drench trench punch crunch lunchbox	it's
scr	scrunch scrap	
shr	shrink	
str	strap string street	
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 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 200 common words in order of frequency

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
took	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	