

Year 2 Reading and Writing Workshop



Monday 23rd September 2019

Miss Amor and Mrs Weir

Aims:

- ▶ To understand the expected level in Reading and Writing for the end of KS1 tests and the end of Year 2.
- ▶ To understand how to support your child at home to achieve this level in Reading and Writing.
- ▶ To know what your child can expect in the end of KS1 English tests.
- ▶ To be able to understand and access the interim framework for KS1.

Content:

- ▶ End of year objectives for reading
- ▶ Reading
 - ❖ Phonics
 - ❖ Reading a range of texts
 - ❖ Reading a book: Steps 1-5
- ▶ End of year objectives for writing
- ▶ Writing
 - ❖ Spellings
 - ❖ Alternative spellings
 - ❖ Rules for writing
 - ❖ Handwriting
 - ❖ Composition
- ▶ End of Key Stage 1 tests: English
 - ❖ Reading
 - ❖ Interim assessment framework for KS1

Reading at the expected level

- ▶ During Year 2, teachers should continue to focus on establishing pupils' **accurate and speedy word reading skills**. They should also make sure that pupils **listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books**. The sooner that pupils can read well and do so **frequently**, the sooner they will be able to increase their **vocabulary, comprehension and their knowledge** across the wider curriculum.

Phonics

- ▶ At the end of Year 1 all children must complete a phonics screener. Some may need to repeat this in Year 2.
- ▶ In order to read fluently, your child needs to recognise and say the sounds. In the screener these will all be regular words that are decodable. - **Phonics will work.**
- ▶ When your child is reading a text they will come across many irregular words. - **sight recognition.**
- ▶ Encourage your child to use their phonic knowledge whilst reading. If there is a tricky word they do not know, tell them it. Look and repeat.
- ▶ Video on YouTube if you are unsure of the sounds.

Reading a range of texts

- ▶ Encourage your child to read as much as possible and wherever possible.
- ▶ Non-fiction is extremely important and often has trickier language. Take longer to question them and discuss.
- ▶ When reading poetry, emphasise the rhyming words and discuss pattern and rhythm. Encourage them to learn poetry by heart and recite it.

The way that you read these texts with your child at home should match very closely with the way we do guided reading in school, it is a 5 step process.

Reading a book: Step 1

- ▶ Introduce the book and discuss it - Pre-read
 - ❖ Front and back covers
 - ❖ Including discussion of the author and the blurb
 - ❖ Make predictions
 - ❖ Fiction or non-fiction?
 - ❖ Find any tricky vocabulary and discuss meaning - use a dictionary or a thesaurus.

Reading a book: Steps 2 & 3

- ▶ Child reads the book without interruption at least 2 times. - Independent read
 - ❖ Does your child have any questions about the book? Any new language that you need to look at?
 - ❖ Ask your child to tell you what the book is about. Who are the characters? What happens? Were their predictions correct?
- ▶ Read the book with your child. - Guided read
 - ❖ Listen to them read. Make sure they are audible and clear.
 - ❖ Ask them to follow the words with their finger with the book flat on the table.

Reading a book: Steps 4 & 5

- ▶ Question your child. - Comprehension check
 - ❖ Stop every so often to question them about what they have read. Testing their comprehension. If they have not understood make sure to reread and discuss.
 - ❖ At the end of the book ask them at least 3 questions to check that they understand the book. Discuss whether their predictions in the pre-read were correct.
 - ❖ Check to see whether what they told you after the independent read matches.
- ▶ Read the whole book again. - Final read
 - ❖ Read the book through again with your child or allow them to do so independently.

By the end of this process your child should have read the book at least 3 times.

Listen to your child read.

Reading at the expected level

- ▶ During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Talk about the text.

Practise regular and irregular words.

Read to your child.
Read a range of texts.
Talk about the text.

Writing at the expected level for Year 2

- ▶ It is important to recognise that pupils begin to meet extra challenges in terms of **spelling** during year 2. Increasingly, they should learn that there is **not always an obvious connection between the way a word is said and the way it is spelt.**
- ▶ Writing is intrinsically harder than reading: pupils are **likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.**
- ▶ Finally, they should be able to form individual letters correctly, so establishing **good handwriting habits** from the beginning.

Spellings

- ▶ **Simple words:** should be spelt correctly:

and dog chip

- ▶ **Complex words:** Can be a phonetically plausible effort, but accuracy should be improving (dependent on phase):

animal anemul animl

- ▶ **Irregular words:** Memory and rhythm

Children will learn which words they can use their phonics for - simple CVC words and multi-syllabic words for example - then they will learn that phonics does not work for many tricky words and so the letter names must to be learnt for this.

This will ensure that children will spell irregular words using the correct letter order.

Alternative spellings

- ▶ Children are taught about alternative spellings in the later stages of Phase 5 called Phase 5b.
- ▶ This is where the children learn alternate graphemes for the same phonemes. It is also introducing new sounds the initial Phase 2 sounds make in irregular words.
- ▶ There are many different ways to write one sound.
- ▶ Encourage your child to think about the best bet.
- ▶ Encourage your child to think carefully about where a sound is in a word before the write. They should use our rules for writing.

Rules for writing

- ▶ Your child should be able to tell you our rules for writing.
 1. Say the whole sentence out loud - does it make sense?
 2. Count how many words are in the sentence.
 3. Start the sentence with a capital letter, use finger spaces between each word and finish the sentence with a full stop - or even an exclamation mark!
 4. Write one word at a time using your phonics.
 5. Read work back - does it still make sense?

- ▶ When sounding out a word your child should break the word down into each individual sound.

- ▶ In order for this to work they need to know the difference between a sound, a word and a sentence.

Handwriting

- ▶ Encourage your child to use cursive handwriting. See handout given.
- ▶ The rhymes really help to consolidate formation.
- ▶ Practise at home.
- ▶ As they start using cursive their handwriting will more than likely become messier. This is okay, it will improve.
- ▶ They should be leaving finger spaces between each word.
- ▶ Lower case letters should be smaller and all the same size.
- ▶ Capital letters should be relative. Not too big, but larger than lower case.

Composition

- ▶ You can support your child when writing by encouraging them to write. They need to be able to:
 - ❖ Write about experiences, both real and not real.
 - ❖ Write poetry.
 - ❖ Write for different purposes.
 - ❖ Plan their writing.
 - ❖ Reread their work and correct or improve.

Writing at the expected level

Practise alternative spellings.
Encourage your child to use
their phonic knowledge.

- ▶ It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt.
- ▶ Writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.
- ▶ Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

Encourage cursive handwriting.
Challenge them to assess the neatness of their own handwriting.

Let your child write at home. Encourage them to do a range of writing. Encourage them to reread it and improve it.

End of KS1 tests: English

► Reading

- ❖ Split into 2 parts.
- ❖ Will take approximately 30 minutes. (Not strictly timed).
- ❖ It is likely that the test will be taken as a class, with some children doing it in small groups or individually.
- ❖ Children with particular needs will be considered. Access arrangements will be made.
- ❖ You can best support your child by reading with them as much as possible, following the 5 steps.

Resources and Websites

- ▶ KS1 interim assessment framework:
- ▶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461547/Interim_teacher_assessment_frameworks_at_the_end_of_key_stage_1_PDFA.pdf
- ▶ YouTube link to Phonics sounds:
https://www.youtube.com/watch?v=BqhXUW_v-1s
- ▶ Phonics information and resources - Letters and Sounds: <http://letters-and-sounds.com/>
- ▶ Phonics games- Phonics play (free section):
<http://www.phonicsplay.co.uk/freeIndex.htm>
- ▶ Your local library

Thank you!
Any questions?

Don't forget to follow us on Twitter

@HighwoodprimYr2A

@HighwoodprimYr2W

Maths workshop: Tuesday 19th November

If you have any feedback or ideas for any other workshops you would like, please come and see us 😊