

Year 2 Reading and Writing Workshop



Monday 20th September 2021

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 if they did not reach the pass mark threshold.
- ▶ 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 and the Highwood website 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 skills and questioning we practice at school.

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**)

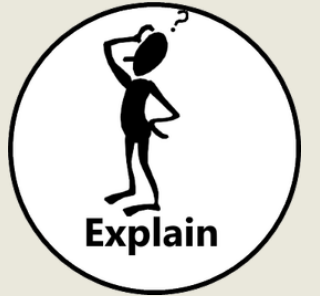
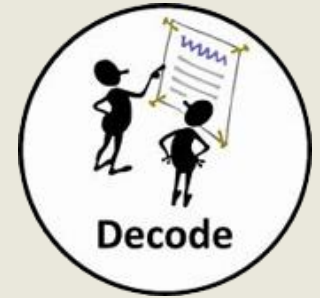
- ❖ Read the book through again with your child or allow them to do so independently.

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

Reading Overview

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question: Was the Great Fire of London a total disaster?		Key Question: Where in the world would we like to explore?		Key Question What Can Go <u>In</u> Our Best of British Banquet?	
WCR Text	Little Red and The Very Hungry Lion by Alex Smith	The Owl Who Was Afraid of The Dark by Jill Tomlinson	The Lost Happy Endings by Carol Ann Duffy	The Lion, The Witch & The Wardrobe (abridged)	Alice in Wonderland (Abridged – Usborne young reading)	Fantastic Mr. Fox by Roald Dahl
Reading Rationale	Little Red and The Very Hungry Lion aids the transition from Y1 reading to WCR and adds a fresh spin on familiar conventions of traditional tales. It encourages pupils to explore authorial choice and interpreting the text and illustrations.	This will be the first chapter book that the pupils explore. It has rich vocabulary and links with PSHE this term about exploring fears.	This book is another twist on a traditional tale, linking in well with other stories read this half term. In particular it unpicks the concept of the tradition of a 'happy ending' used in a fairy tale. The illustrations add depth to the book and added greater inference opportunities.	The Lion, The Witch & The Wardrobe has been selected as an introduction to a classic author and for its theme of exploration into a new realm! The story also has comparisons with many traditional tales.	The text is an abridged version of the original story. It gives children the introduction to a classic text in vocabulary appropriate to the age but challenging in nature. The story has been chosen as it links in with the key question for the term and draws upon their imagination.	Pupils will read Fantastic Mr Fox, highly engaging children's story with vivid descriptions and links with heroes and villains from Spring term: Mr Fox is a thief but does that make him a villain? The book is by an author that we wanted to expose our pupils to.

Whole Class Reading



Reading Strand	Content
Decode	Using synthetic Phonics (Letters and Sounds) to segment and blend words together.
Explain	Explaining new vocabulary and understanding its use in context.
Retrieve	Retrieving information using skimming and scanning techniques to locate key vocabulary.
Interpret	Interpreting information using clear evidence from the text.
Choice	Thinking about authorial intent including layout of text use of images and illustrations.
Perform	Reading aloud with a clear expression and fluency. Performing poetry, fiction and plays as an individual or groups to their peers.
Review	Discuss and compare books they have read.



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.

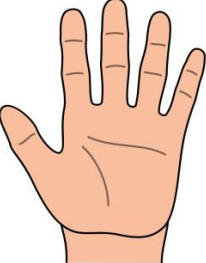
Alternative spellings

- ▶ Children are taught about alternative spellings in the later stages of Phase 5 called Phase 5b and Phase 5c.
- ▶ 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 “Give me 5”.
 - 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.

Give me 5!



1. *Think of your sentence.*
2. *Say your sentence out loud.*
3. *Count the words in your sentence.*
4. *Write your sentence one word at a time and finish with a full stop.*
5. *Read your work back—does it make sense?*































Capital/lower case letters Finger spaces Represents some sounds correctly Great ideas Connectives Full stop Proof read











Handwriting













- ▶ Encourage your child to use cursive handwriting. See photocopy given.
- ▶ The rhymes really help to consolidate formation.
- ▶ Practice at home.
- ▶ As they start using cursive their handwriting will 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.

Letter Rhymes

Every letter 'starts on the line, every time'. The 'up we go' at the beginning of each letter is there to help the children remember their starting point and first movement in an upwardly direction.

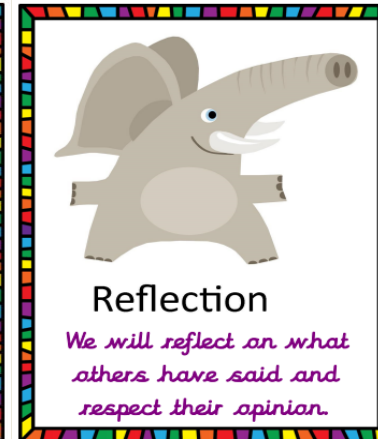
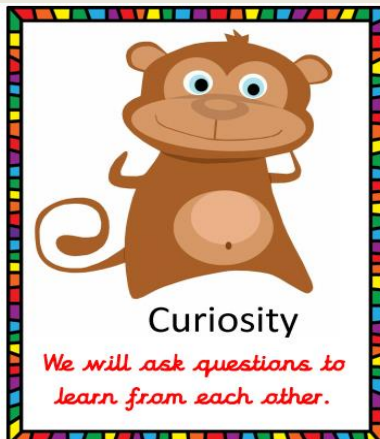
Letters that remain in the tunnel (no ascenders nor descenders)			
m			up we go, Maisey, mountain, mountain
a			up we go, round the apple and down the leaf
s			up we go, slither down the snake
i			up we go, down the body, a dot for his head
n			up we go, down Nobby and over his net
o			up we go, all around the orange
c			up we go, curl around the caterpillar
u			up we go, down and under, up to the top and draw the puddle
e			up we go, lift off the top and scoop out the egg
r			up we go, down his back, curl over his arm
v			up we go, down a wing, up a wing
w			up we go, down, up, down, up
z			up we go, zig-zag-zig
x			up we go, down the arm and leg, repeat the other side

Letters that have an ascenders (go above the tunnel)			
d			up we go, round his bottom, up his tall neck, down to his feet
t			up we go, down the tower, across the tower
k			up we go, down the kangaroo's body, round his tail and down his leg
b			up we go, down the laces to the heel and over the toe
l			up we go, down the long leg

Letters that have a descenders (go below the tunnel)			
p			up we go, down the plait and over the pirate's face
g			up we go, round her face, down her hair and give it a curl
f			up we go, down the stem and draw the leaves
j			up we go, down his body, curl and dot
y			up we go, down a horn, up a horn and under his head
This is not a sound by itself. A 'q' is always works with a 'u' to make a single sound.			
q			up we go, round her head and down her hair

Composition

- ▶ We develop writing by utilizing our flourishing oracy skills - learning TO talk and learning THROUGH talk.
- ▶ 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.



Big Ideas for Writing

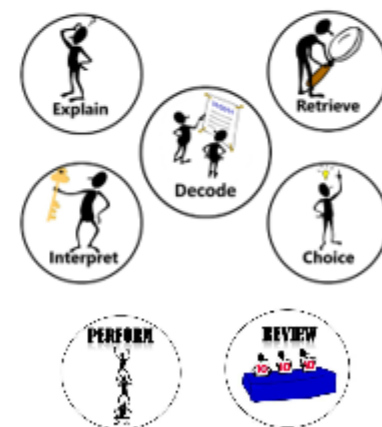
THE BIG IDEAS OF WRITING

At Highwood, our curriculum provision is designed to make sure children develop the knowledge and skills of:

- ♣ transcription (spelling and handwriting)
- ♣ composition (articulating ideas and structuring them in speech and writing).

Our whole school strategy mirrors that of the reading Big Ideas and focuses on 7 key strands to embed writing for a purpose, an audience but also inspire writing content: Decode, Explain, Retrieve, Interpret, Choice, Perform and Review.

Writing Strand	Content
Decode	Using synthetic Phonic knowledge (Letters and Sounds) to select the corresponding letters and graphemes in order to spell. The use of morphology and etymology to understand the relationship between spelling and meaning.
Explain	Explaining the purpose, audience and features of writing, then selecting appropriate features to write in a specific form.
Retrieve	Retrieving, collecting and drafting ideas or research to implement into writing content.
Interpret	Using writing features to convey meaning and provide their desired audience opportunities for interpretation.
Choice	Making deliberate and purposeful vocabulary, punctuation and presentational choices for meaning, impact and effect.
Perform	Perform and rehearse their own ideas and compositions to an audience and consider the impact of performances from others.
Review	Evaluating writing and editing to improve the cohesion and quality either independently, with peers or an adult.



Writing overview

- ▶ Throughout the children's journey at Highwood, they will be exposed to a variety of different genres of writing.
- ▶ Each year group has a set time to explore fiction, non-fiction and poetry.
- ▶ For example, we cover writing to entertain with writing of fictional stories or writing to inform when focusing on non-fiction.
- ▶ Every time a new piece of writing is introduced, we discuss the purpose of the text, the effect it has on the reader and the tools required to be successful.
- ▶ Children complete cold, warm and hot writes.

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>
- ▶ Recommended book list and your local library

Thank you!

Any questions?

Don't forget to follow us on Twitter

@HighwoodprimYr2A

@HighwoodprimYr2W

Maths workshop: Tuesday 16th November

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