

Year 2 Reading and Writing Workshop



Autumn Term 2023



Aims:

- ▶ To understand the expected level in Reading and Writing for the end of KS1.
- ▶ To understand how to support your child at home to achieve this level in Reading and Writing.
- ▶ To be able to understand and access the 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



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 should have completed a **phonics screener**. Children who passed the screen will be moving on to look at the alternate pronunciation of sounds. Children who did not pass the screener will continue to learn the sounds and attempt the screener again in Year 2.
- ▶ 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.
- ▶ There are videos on YouTube if you are unsure of the sounds.
- ▶ In the **handout** sent home, all of the common exception words for KS1 were listed alphabetically.



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 what has been read.
- ▶ 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**.



What can you do to support your child?

Steps to follow:

- ❖ Do a **pre-read**. Look at the front and back covers. Discuss the author and blurb. Make predictions. Is the book fiction or non-fiction? Find tricky vocabulary and discuss the meaning of the words.
- ❖ **Read the book through once without interruption.**
- ❖ Ask them to tell you about anything they have noticed or want to discuss.
- ❖ Read the text again and question your child.
- ❖ **Ask them questions throughout and at the end.**
- ❖ Read the text again straight through.

You should therefore read the text at least 3 times.



So how do we teach reading at school?

- ▶ Decoding and blending practised daily during Phonics lessons
- ▶ Whole Class Reading to focus on developing reading comprehension skills
- ▶ 1:1 reading with an adult
- ▶ Blending and reading boosters
- ▶ Reading for pleasure



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.

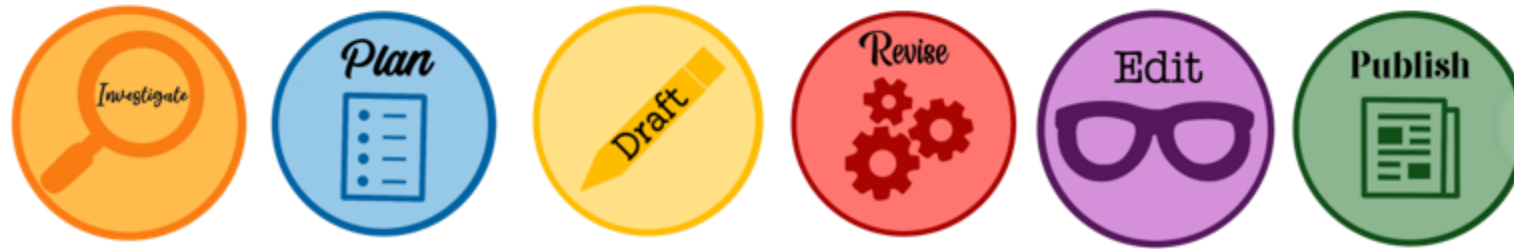


Writing at the expected level for Year 2

- ▶ 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.



The Writing Process



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.



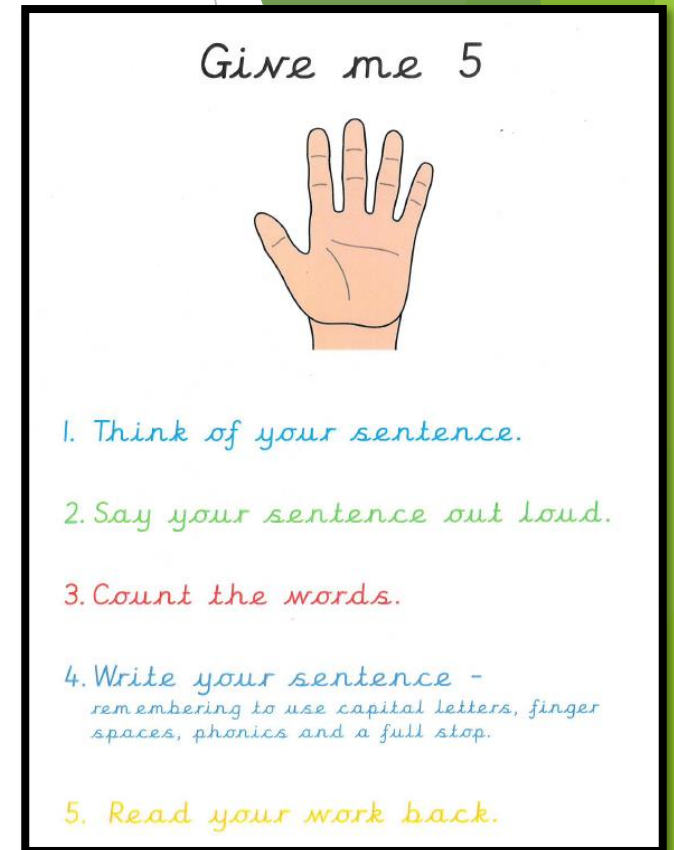
Alternative spellings

- ▶ 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 words they already know which sound similar so may be spelt similarly as well.
- ▶ Encourage your child to think carefully about where a sound is in a word before they write. They should use our rules for writing.



Rules for writing

- ▶ Your child should be able to tell you our rules for writing.
 1. Think of your sentence.
 2. Say it out loud - does it make sense? (If not, return to step 1).
 3. Count how many words are in your sentence.
 4. Write your sentence one word at a time - remember to start with a capital letter, use finger spaces between each word and finish the sentence with a full stop - or even an exclamation mark or question mark!
 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.































Part of the handout



Handwriting

- ▶ Encourage your child to use cursive handwriting. See handout sent home.
- ▶ The rhymes really help to consolidate formation.
- ▶ Practise 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, Maissey, 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 dol 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

Handout sent home



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.



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!

Should you have any queries, please don't hesitate to contact us via the Year 2 email address:

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