## Reading and Phonics Workshop

Year 2

#### Aims of the the session:

- · To give parents practical ideas of how to support their child's reading;
- · To give recommended reading ideas;
- · To stress the importance of working together to ensure all children can read at the highest level;

# Aims for your child:

- · To encourage a love of reading,
- · To develop fluency and independence,
- · To develop comprehension and understanding,
- · To develop a wide reading repertoire.

#### Phonics Phases

- Phase I hearing sounds / segmenting and blending
- Phase 2 first grapheme (spelling) for consonant sounds and short vowel sounds e.g. s, a, t
- Phase 3 digraphs and first spelling of long vowel sounds e.g. ch, ay,
- Phase 4 blending adjacent consonants, consonant clusters and revision e.g. stamp, playground
- Phase 5 alternative spellings of long vowel sounds e.g. ay, ai, a-e
- Phase 6 range of spelling rules (ongoing) e.g. sion, tion, cian

#### Terminology

- · Phoneme -One unit of sound
- · Grapheme letter/s name
- · Digraph -
- 2 letters making one sound-cow, 'ow'
- · Trigraphs -
- 3 letters making one sound -night, 'igh'
- · Split digraphs -
- 2 vowels with a consonant in between. This used to be known as the magic e! spine i.e

#### Sound mat to help with writing and reading

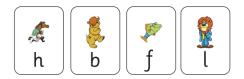




#### Phase 3 Sound Mat





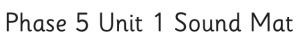




















#### Spelling

- · Spellings will be linked to their phonics that week or the rule they are learning.
- · Please go over the rule, we can't teach every word
- Spellings are set on a Friday and tested on the following Friday
- · Will be 8 ish spellings and 2 more spellings will be added on the day so focus on the rule.

#### Spelling fun ideas

- Phonics https://ictgames.com/mobilePage/forestPhonics/index.html
- · Post it notes write a grapheme on each post it note and hide them around a room. Your child has to find them and make the word.
- · O and X your child choose one word and you choose one word. Rather than O or X you write the word (helpful if they are struggling on one word as gets them writing the same word over and over)

#### Spellings

· Common exception words need to be spelt correctly.

https://ictgames.com/littleBirdSpelling/

· Phonetically plausible words

#### Year 2 spelling rules

- · -dge, -ge,
- · c before e, i and y,
- · kn and gn,
- · homophones,
- · wx,
- · 'o' as u,
- · contractions,
- · words ending in -il, -el, -le, -al, -y,
- · adding es, ed, ing, er, est and y,
- · ar after w,
- · sion and tion
- · adding suffixes -ment, -ness, -ful, -less and -ly,
- · possessive apostrophe,

## Writing

· If they have spelt a word incorrectly that they should have spelt correctly, see if they can change it themselves. Use a dictionary to help or the common exception sheet etc. (In school we highlight in pink to mean think about the spelling).

 Have the common exception word sheet/word bank/phonics mat in front of them.

· Magpie words from vocabulary in books and challenge them to use it in their writing.

· Unusual words,, as long as they have sounded it out and made it phonetically plausible it is great.

# Reading at home:

· Book bands - please read everyday.

- · Please read the book over 2 days. Either twice or half on one day and half on the next day.
- · We would encourage re-reading the book or a section to work on fluency and intonation.
- · Children should be reading their books with 90-95% fluency which means they are at the correct level.
- · Correcting reading try and let the children read the whole sentence and see if they self correct. If they don't, then highlight it to them.

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Green	Can read aloud with support
	Can make simple deductions with help and prompts from the teacher
	Read fluently with attention to punctuation
	Solve new words using print detail while attending to meaning and syntax
	Track visually additional lines of print without difficulty
	Effectively manage a growing variety of texts
	Discuss and interpret character and plot more full
	Letters and Sounds phase 5
Orange	Get started without relying on illustrations
	Read longer phrases and more complex sentences
	Attend to a range of punctuation
	Cross check information from meaning, syntax and print on the run
	Search for and use familiar syllables within words to read longer words
	Infer meaning from the text
	Letters and Sounds phase 5/6
Turquoise	Extract meaning from the text while reading with less dependence on illustrations
	Approach different genres with increasing flexibility
	Use punctuation and text layout to read with greater range of expression
	Sustain reading through longer sentence structures and paragraphs
	Tackle a higher ratio of more complex words
	Letters and Sounds phase 5/6
Purple	<ul> <li>Look through a variety of texts with growing independence to predict content, layout and story development</li> </ul>
	<ul> <li>Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li> </ul>
	Solve most unfamiliar words on the run
	<ul> <li>Adapt to fiction, non-fiction or poetic language with growing flexibility</li> </ul>
	Take more conscious account of literacy effects used by writers
	Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax
	Letter and sounds phase 6

Gold	Look through a variety of texts with growing independence to predict content, layout and story development		
	Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences		
	Solve most unfamiliar words on the run		
	<ul> <li>Adapt to fiction, non-fiction or poetic language with growing flexibility</li> <li>Take more conscious account of literacy effects used by writers</li> <li>Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul>		
			Letter and sounds phase 6
		White	Can read aloud confidently, using expression and intonation
	Can comment on the ways in which the book is written or presented		
	Can suggest extensions or alternatives to plot		
	Can identify and discuss main characters		
	Can use knowledge of the alphabet to locate information in dictionaries indexes etc		
	Can read silently most of the time		
	Sustain interest in longer text, returning to it easily after a beak		
	Use text more fully as reference and as a model		
	Search for and find information in texts more flexibility		
	Notice the spelling of unfamiliar words and relate to known word		
	Show increased awareness of vocabulary and precise meaning		
	Express reasoned opinion about what is read		
	Offer and discuss interpretations of text		
Lime	Read independently, using strategies appropriately to establish meaning		
	Can show understanding of main points		
	Can express reading preferences		
	Can extract information from non-fiction		
	Can make sensible predictions		
	Can use appropriate voices for characters		
	Can adopt a story-telling voice		
	Can recognise them main differences between fiction and non-fiction texts		

#### Levels

· To be expected by the end of Year 2 is gold/white

· To be GD by the end of Year 2 is lime/chapter books

· But please remember it is more than just what they are able to read. It is their understanding which is vital.

## Before Reading

· If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.

· Make links to other books read with similar themes, the same characters and/or similar authors/illustrators.

## During Reading

· Ask your child many questions about the characters in the book as you read the story.

· Ask about key vocabulary. Can they put the word in a different sentence and make it make sense?

VIPERS - Vocab, Inference, Predict, Explain,
 Retrieve, Sequence

# Reading

- · Echo reading
- · You read and see if they notice your mistake
- · Create a reading den for you and your child to read inside it
- · Family reading time (each take a turn to read)
- · Facetime a family member/read to a pet
- · Library books

Leo the Lion Club

By Beverley Randell

Let's look at a text and see what questions we could ask

Leo belonged to a large family of lions called a pride. When he was only six weeks old, his mother died, so his aunts took care of him.

Leo was the youngest and smallest cub in the pride. All of his cousins were bigger than he was. They often knocked him over when they played with him. They liked pouncing on his tail, and biting it.

Leo had to be brave. He had to learn how to fight. Soon it was time for the pride to move on. The lions needed to find a new hunting ground. They padded off through the dry grass, one after the other. But Leo could not keep up. His little legs were too short.

When Leo whimpered, one of his aunts stopped. He tried to catch up with her, but he could not walk fast enough. <u>So</u> she moved on without him. He was soon left behind. He had never been alone before and he was afraid.

When the sun went down, the night was full of strange noises. Leo heard some hyenas howling in the distance. He knew he must keep out of danger. He climbed a little way up a tree, and crawled along a branch. The dark night seemed very long. The next day, Leo saw a lioness walking through the long grass! But when he ran to join her, he found that he did not know her. This lioness was a stranger who growled fiercely at him. Leo could see her huge jaws and her sharp teeth. He was terrified. Instead of trying to run away, Leo rolled onto his back. That was his way of saying, don't hurt me! I'm only a small cub!

Leo was lucky. The lioness turned away and left him alone. Leo had to spend a second lonely night in a tree. When morning came, he walked about without knowing where he was going. Soon black storm clouds made the sky darker and darker. Then lightning flashed and thundered roared. Heavy rain came pouring down. The storm went on for hours. Leo crouched under a low bush all night, but he could not keep dry.

The next morning, Leo looked half-drowned. He was too young to hunt for food. It had been three days since his last meal. If he did not find his family soon he would die.

Suddenly, Leo heard a lion roaring in the distance. He knew that roar! Now he knew where the pride was, and he set off again. Leo struggled on through the wet grass. He was very tired, but he was not going to give up now!

And, at least, he reached his family. He was so glad to find them! His aunts licked him all over and fed him. Then he lay down beside them and slept... and slept... and slept...

#### Any Questions?