

Year 2 Parent Workshop English

Reading and writing

Reading

Reading at Bessemer

- We expect children to read at home for 15 minutes everyday
- All children will have their book changed at least once per week, you can record other reading in the home reading diary
- Year 2 will begin reading comprehension twice per week from autumn 2
- We regularly read for pleasure

Home Reading Expectations- KS1



- Children are expected to read their levelled reading book at home daily (15mins).
- Children are expected to bring their levelled reading books to school daily.
- Children's reading level is line with their phonics knowledge.
- Children can take a book from the school reading corner (sharing book) which is a book to promote reading for pleasure.
- Children's home reading books are changed regularly providing:
 - They have read the book more than once. (We advise that children read the book 3 times for decoding, fluency and understanding).
 - They can answer simple comprehension questions about what they have read.
 - They are becoming increasingly more fluent in decoding the text and are beginning to read the book confidently.
- They can retell the book in their own words.
- Parents/Carers are expected to record each home read in the reading diary and sign the reading record to earn rewards for the frequency of their child's reading.
- Teachers and TA's will check the diary and comment when/as appropriate using green pen.
- If a child loses or damages a school reading book. A letter will be sent home to parents requesting £5 to replace the book.

Expectations for reading at the end of year 2

I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

I can develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.

I can develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways.

I can understand both the books that I can already read accurately and fluently and those that I listen to by making inferences on the basis of what is being said and done.

Supporting your child beyond phonics

Inference Questions with Iggy

- What do you think.... means?
Why do you think that?
- Why do you think....?
- How do you think....?
- When do you think....?
- Where do you think....?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
What makes you say that?
- Who do you think has done it?
- What might.... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

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Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story?
How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

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Year 2 Questions for Reading Bookmark

Cut out the shapes below and stick them back to back. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations about the book.

Vocabulary

Try these strategies to help your children learn new vocabulary:

- Make a note in the reading diary or a separate log of new words from your reading – discuss what they mean with your child, use a dictionary or google, put the word into context and explain what class of word it is e.g. noun, verb, adjective.
- Try to revisit the word when you next read, it takes 12-20 exposures for a child to learn a new word.

Reluctant Readers

- Try to use the sticker/certificate system to motivate them
- Have a set time when you read every day, use a 15 minute timer so they know how long they have to do it for
- Make reading special e.g. in a special space, ask them to read to teddies or pets or younger siblings
- Show them the benefits of reading, e.g. they could read a card someone sent you, they can read comics and magazines, try to share your own enthusiasm for reading



Writing

Handwriting

- We teach explicit handwriting lessons three times per week and teach it in writing lessons four times per week
- We are currently securing letter formation and will move on to teaching whole classes to join later this term or in spring term
- If your child is already trying to join, encourage them but try to show them how

Handwriting at home

- Letter join
- https://www.letterjoin.co.uk/desktop_edition/home/index

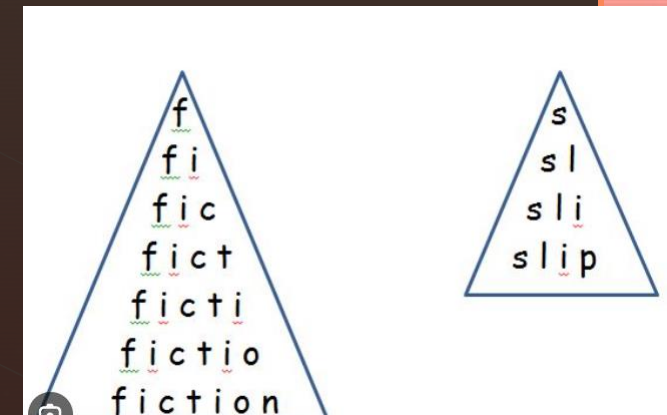
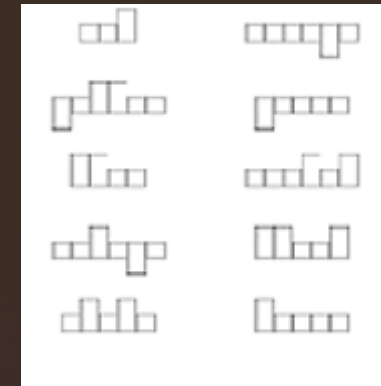
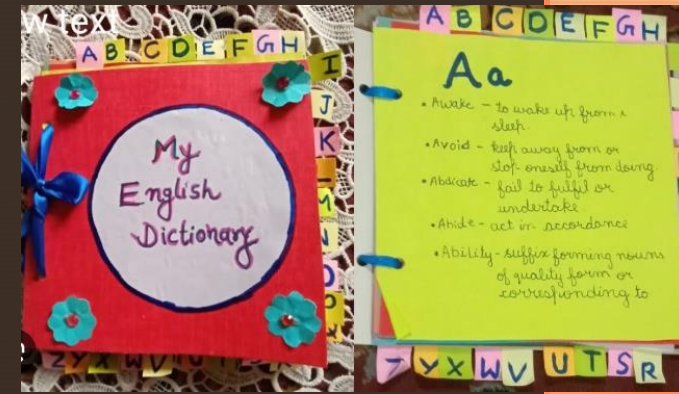
Phonics and spelling


- We teach phonics or spelling everyday
- All children will begin with phonics, if they passed their phonics screening they will stay with their teach and review phase 5.
- If they have not yet passed their phonics screening, they will join children and teachers in year one to focus on whichever phase they need to.
- After half term, children who have passed their phonics screening will move on to spelling which is based on national curriculum expectations.

Phonics and spelling at home

Here are some activities you can do with your child to make the practise of learning the spellings more exciting

- Create an illustrated dictionary of the spellings they have learnt
- Word shapes – you draw the outline of the shape and they have to guess which word it is
- Rainbow write – write each letter in a different colour
- Speed write – write as many times as you can in one minute
- Write the word in 5 different sentences
- Pyramid write
- How many other words can you think of that follow the pattern?
- Rhyming words/words that sound like
- Make a silly story with all the words



A vertical decorative bar on the left side of the slide. It features a teal background with several colorful speech bubbles (white, yellow, red, pink) scattered across it. Each speech bubble contains a dark blue question mark. The bar is bordered by a thin orange line on its left and right sides.

Thank you for
coming.

Any questions?

A vertical decorative bar on the right side of the slide. It features a light green background with a subtle pattern of white geometric shapes, including lines and chevrons. The bar is bordered by a thin orange line on its left and right sides.