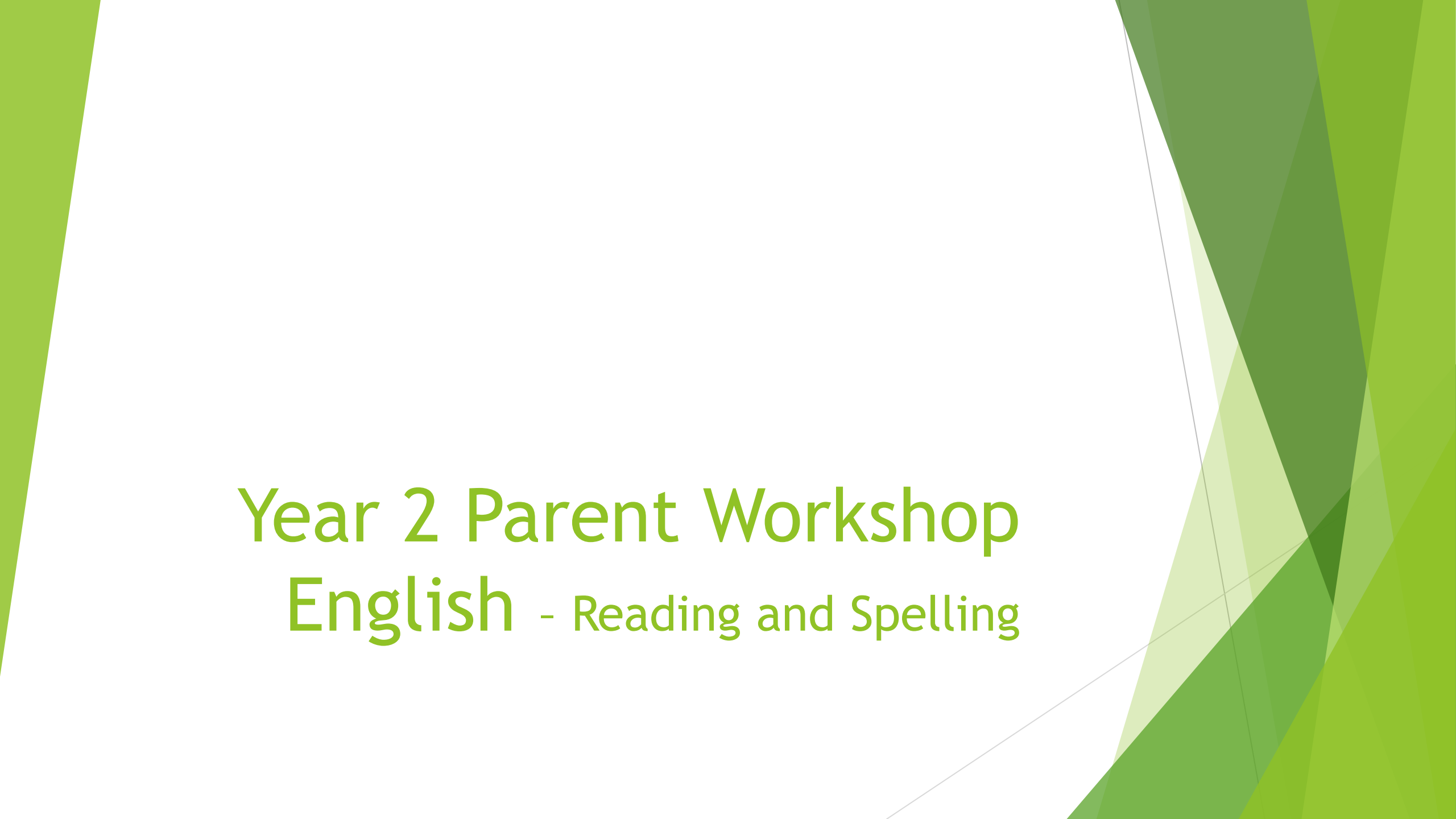


The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic design.

Year 2 Parent Workshop

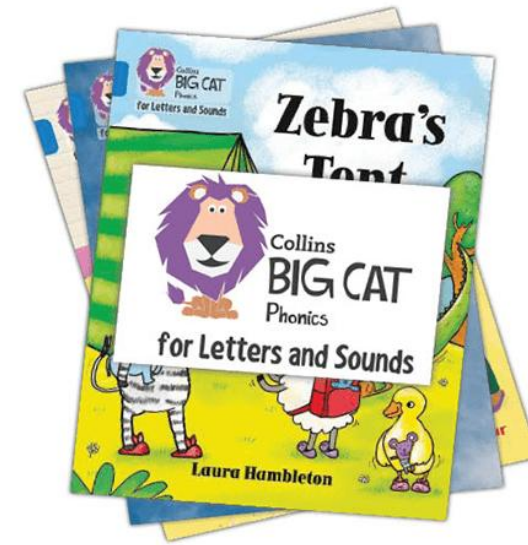
English - Reading and Spelling

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, ranging from light lime to dark forest green. These shapes are concentrated on the right side of the image, creating a dynamic, layered effect. The left side of the image is a solid, light gray background.

Reading

Home Reading at Bessemer

- ▶ We expect children to read at home for **15 minutes everyday**
- ▶ Children take home a **levelled reading book** which is matched to the sounds they have been taught in **phonics**
- ▶ All children will have their book changed **at least once per week**
- ▶ You can record all reading in the **home reading diary**
- ▶ Children receive stickers and certificates each week to reward home reading



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.



Reading in class

Quality texts

All English lessons are based around a quality text. Children get an in-depth understanding of the text through: shared reading of the text, choral re-telling, carrying out reading, writing, drama and SPaG (spelling, punctuation and grammar) tasks linked to the story and the characters.

Book Club

This is a group reading activity, where the teacher facilitates discussion between the children about a shared text. It is aimed at giving children the opportunity to talk about a book - likes, dislikes, questions and links and encourage enjoyment in reading.

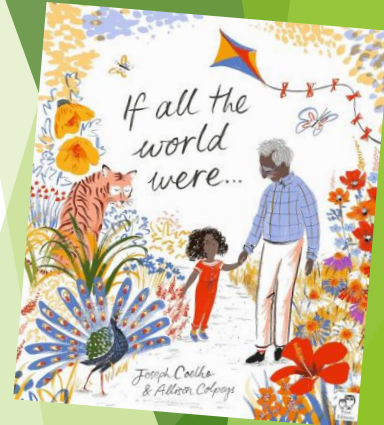
Whole class reading comprehension lessons begin to take place 2x weekly from Autumn 2 (based on the class text). Based on the 'VIPERS' (see subsequent slide).

1:1 Reading in Year 2

- Once a week each child has 1:1 reading with the class teacher
- **Daily reads** continue for children *working below age related expectations*

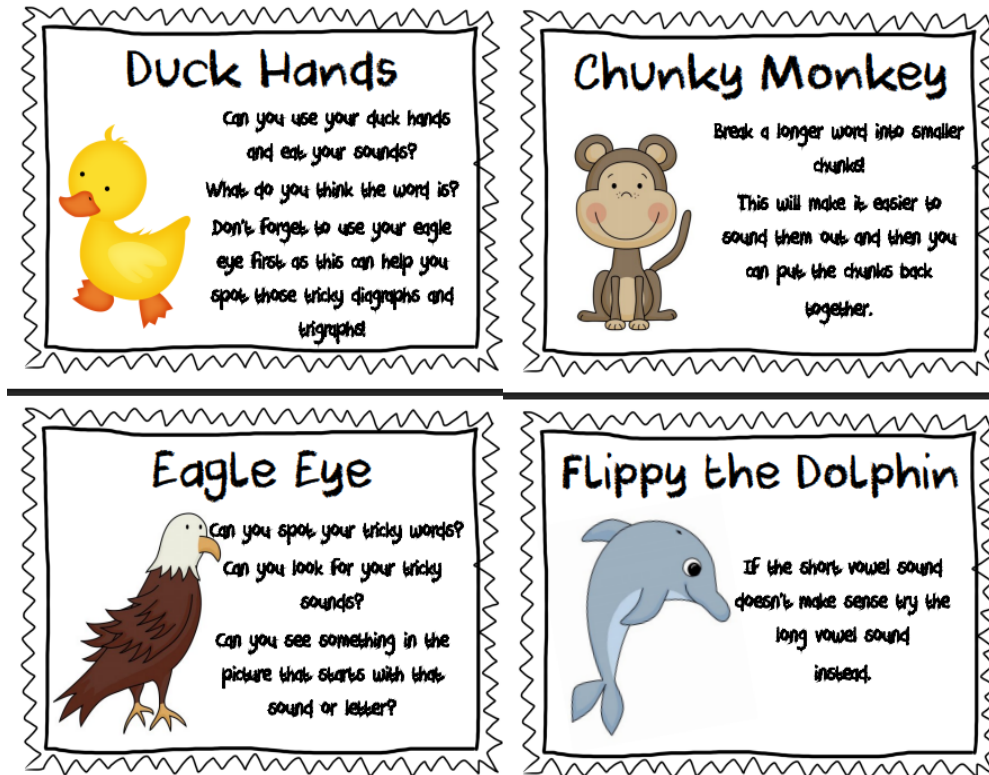
Story Time

At the end of the day, children share a book as a class.

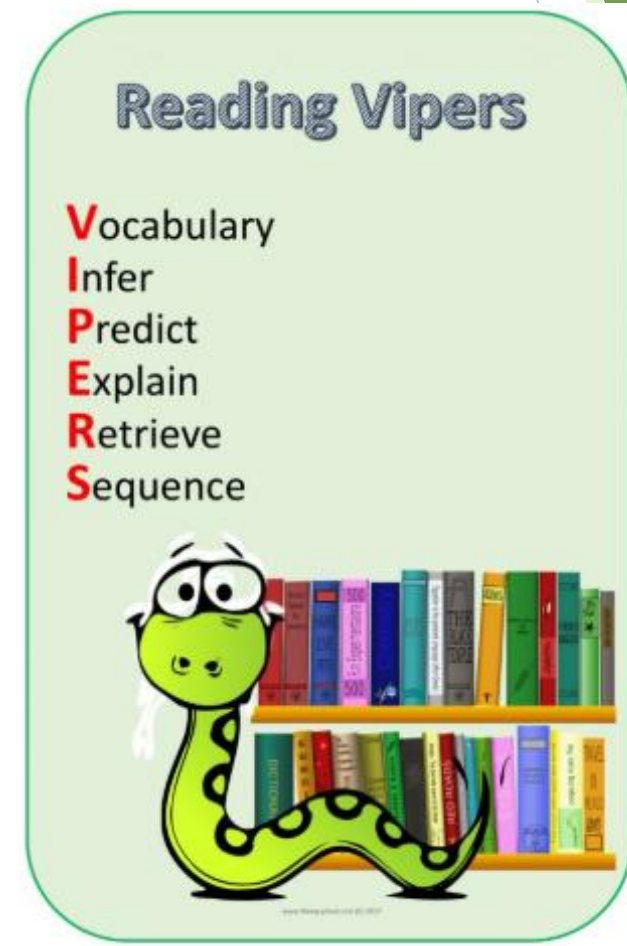


Supporting your child beyond phonics

Reception and KS1 reading strategies
Phonics and decoding -> fluency



KS2 reading strategies Comprehension



Expectations for reading at the end of year 2

- Blending sounds in words that contain the graphemes taught so far, recognising alternative sounds for graphemes.
- Can read most of the common exception words for Year 1 & 2 independently.
- Read accurately most words of two or more syllables
- Read most words containing common suffixes* (ed ing ly)
- To explore the meaning of new words.

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- explain what they have read so far, checking it makes sense to them, correcting any inaccurate reading
- sound out most unfamiliar words accurately, *without undue hesitation*
- Can make inferences and predictions based on what they have read.
- To explain and discuss their understanding of books, poems and other material both those *listened* to and those they have *read for themselves*.
- Can recite poems by heart and use tone and expression when reading poetry.
- Can retell a wider range of stories: fairy stories and traditional tales using story language and a range of sequencing words that reflects a clear beginning, middle and end.
- Can interpret punctuation when reading (i.e. inverted commas, exclamation and questions marks).
- Demonstrates an awareness of the differences between texts from fiction (traditional and fairy tales) to non-fiction (information texts, dictionaries) to poems

- Fluency in word reading *and* comprehension
- Explaining
- Sequencing
- Inferring
- Predicting
- Retelling
- **listening* to stories ALSO extremely important
- Variety of reading material

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.

twinkl.com

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

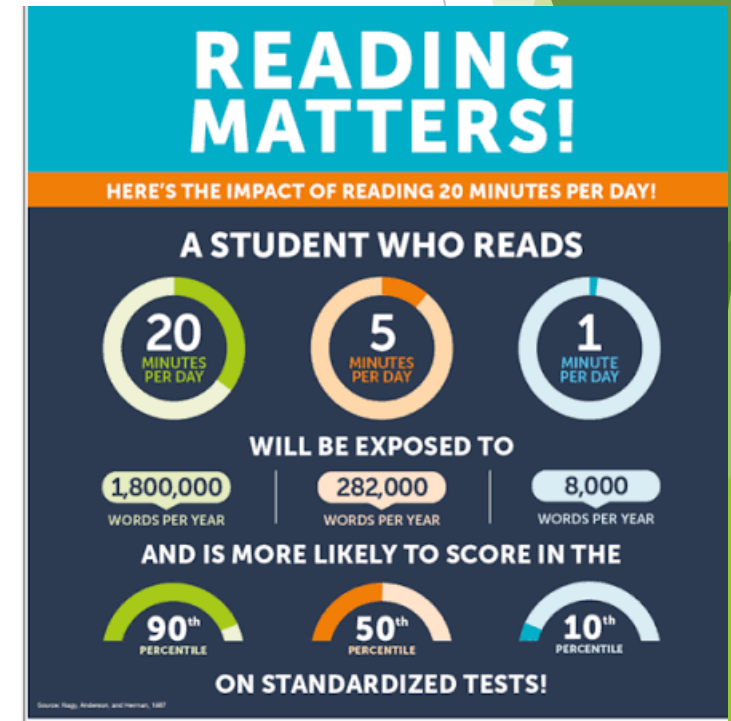
Cut out the shapes below and stick them back to back. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations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

Developing comprehension skills at home

Vocabulary

Try these strategies to help your children learn new vocabulary:

- ▶ 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**.
- ▶ Make a note in the reading diary or a separate log of new words from your reading
- ▶ Try to revisit the word when you next read, it takes 12-20 exposures for a child to learn a new word.



Reluctant Readers

- ▶ Lots of praise! 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 siblings
- ▶ Build in a reward time or their own choice for ***after*** they have read
- ▶ Take turns reading; modelling good reading habits, make reading an enjoyable time together
- ▶ Show them the benefits of reading, e.g. they could read a card someone sent you, they can read comics and magazines,
- ▶ Share your own enthusiasm for reading



The background features a series of overlapping, semi-transparent green triangles and polygons of various shades, ranging from light lime green to dark forest green. These shapes are primarily located on the right side of the image, with some extending towards the left. The overall effect is a modern, geometric pattern.

Writing

Handwriting

- We continue to teach explicit handwriting lessons daily in year 2
- We are currently securing letter formation and will move on to teaching joins later this term
- Children will progress in handwriting at different rates, but if your child is keen and wants to practise at home, they can use letter join on a device

Letter-join 

Pupil Login:

Tablet login

Username: bessemer
Swipe code: A capital 'L' shape starting at top left.

PC login

Username: bessemer
Account Password: grange



Curly Caterpillar Letters	
o	All around the juicy orange.
c	Start at the pincer, go around the crab and stop at its foot.
a	Around the apple, up and down the leaf.
d	Around the dog, up its tail and down its foot.
g	Around the grapes, up and down the vine.
f	Start at the flower, go down the stem and then across at the leaves.
e	Scoop the yolk up and around the egg.
s	Down the silent, slithery snake.
q	Go around her head, up to her ear, down her neck and flick.
Ladder Letters	
l	Down the lolly and flick.
i	Down and flick with a blot at the top.
t	Down the tree, flick and cut the branches.
j	Down the tentacle, and put dot at the top.
y	Go under the yo-yo and down the curly string.
u	Go down under the umbrella and up to the top, then follow the drip.
One Armed Robot Letters	
r	Down the robot, up and over its arm.
b	Down the bears back, up and around its belly.
n	Down the pole, up and around the net.
h	Down the chimney, up and over the house.
m	Down the mountain, over the mountain, over the mountain flick.
k	Down its back, around its pouch and down its leg.
p	Down the body, up and around its beak.
Zig-Zag Monster Letters	
v	Down the violin and up to the bow.
w	Watch the waves, down up, down up.
x	X marks the spot
z	Zig-zag down the zip

Phonics and Spelling

- ▶ We teach spelling everyday
- ▶ All children who have secured phonics up to phase 5 (passed the Y1 phonics screening) will begin on ***Pathways to Spelling in year 2.***
- ▶ If they have not yet passed their phonics screening, they will also have a phonics catch-up lesson in addition to Pathways to Spelling

Pathways to Spelling



Pathways to Spell

- ▶ Based on National Curriculum
- ▶ Built in review of previously taught sounds and spelling rules

Year 2 Overview – Autumn Term		
Autumn 1		
Wk	Review	Mastery focus
1	Common exception words (Y1)	Common exception words
2	Words ending -y (/i:/ or /ɪ/)	The /aɪ/ sound spelt -y at the end of words
3	Adding <i>s</i> and <i>es</i> to words (plural of nouns and the third person singular verbs)	Adding -es to nouns and verbs ending in -y
4	Adding the endings -ing -ed to verbs where no change is needed to the root word	Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter
5	Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter	Adding -ing -ed to words ending in <i>e</i> with a consonant before it
6	Adding -ing, -ed, to words ending in <i>e</i>	Adding -ing -ed to a root word ending in <i>y</i> with a consonant before it

Phonics and spelling at home

Practise the week's spelling words to support work in class

Practise the sounds /
tricky words sent home



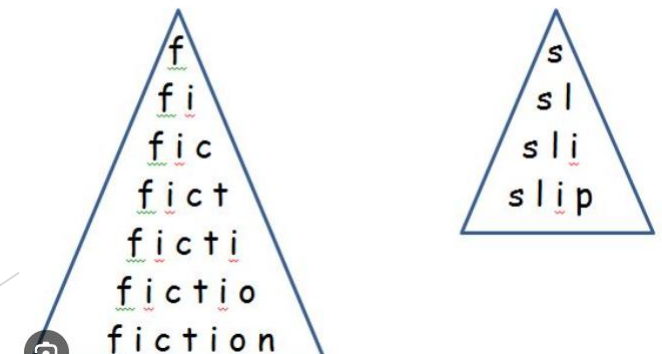
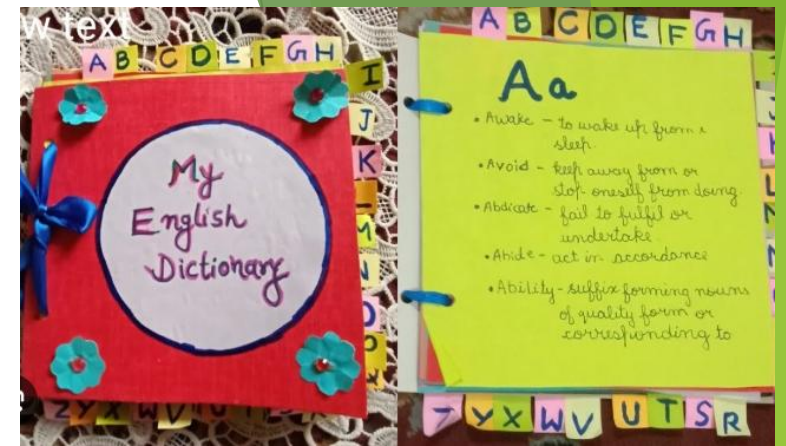
their	Mr	Mrs	once
also	oh	old	these
could	should		would
don't	people	friend	

Year 2 Spellings - 12/9/25			
Focus: Year 2 Common Exception Words			
Look	Trace	Copy	Write
because	because		
both	both		
class	class		
climb	climb		
could	could		
grass	grass		
most	most		
pass	pass		
plant	plant		
should	should		
water	water		
would	would		

Spelling activities 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 blue background with several colorful speech bubbles (yellow, red, pink, and white) containing black question marks. The bar is bordered by green geometric shapes on the far left and right.

Thank you for
coming.
Any questions?

National Curriculum Spelling Appendix

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)
The /l/ or /əl/ sound spelt -el at the end of words	The -el spelling is common than -le . The -el spelling is r, s, v, w and mon after s .
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns e many adjectives d
Words ending -il	There are not mar
The /aɪ/ sound spelt -y at the end of words	This is by far the r spelling for this so words.
Adding -es to nouns and verbs ending in -y	The y is changed added.
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed and -est are added as this would only ordinary worc and <i>taxiing</i> .
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end dropped before -i , -est , -y or any ot with a vowel letter Exception: <i>being</i> .
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonar word is doubled to /ɪ/, /ɒ/ and /ʌ/ sou vowel 'short'). Exception: The le doubled: <i>mixing, n</i>
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or as a before l and l
The /ʌ/ sound spelt o	

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ɜ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

Phonics Sound Mats

Phase 3 Sound Mat

ch 	sh 	th 	ng 	ai 	ee 	igh 
oa 	oo 	oo 	ar 	or 	ur 	ow 
oi 	ear 	air 	er 	ow 		

There are 5 vowels... a, e, i, o, u... but other sounds can trick us!

A a  ai  ay  a-e  ei eigh  ey ea	E e  ee  ea  e-e  y ey  ie ei	I i  igh  y ie  i-e  ye	O o  oa  ow  oe  o-e  ou	U u  oo  ew  ue  u-e  eu
--	---	--	--	--

Tricky sounds air → ear ce & ci → s  ious & sious → (shus) tion & sion → shon ar → or  a → o  g dge → j 	Other sounds b bb c ck k d dd f ff ph i y l ll m mm n nn p pp r rr s ss t tt
--	---

Tricky words mats



their	Mr	Mrs	once
also	oh	old	these
could	should		would
don't	people		friend



laugh	I'm	very	where
we're	two	call	through
again	because		mouse
water	different		though



many	any	eye	break
shoe	who	hour	busy
half	beautiful		great
work	whole		prove
move	parents		pretty

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	