

# Reading and Phonics Workshop

Year 2

# Aims of 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 1** - 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 2 Sound Mat



 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 k	 c	 ck	 e	 u	 r
 h	 b	 f	 l				



















### Phase 3 Sound Mat



 j	 v	 w	 x	 y	 z	 qu	 sh
 ch	 th	 ng	 ai	 ee	 igh	 oa	 oo
 ar	 or	 ur	 ow	 oi	 ear	 air	 er

### Phase 5 Unit 1 Sound Mat



 ay	 ou	 ie	 ea	 oy	 ir	 ue	 aw
 wh	 ew	 oe	 au	 ey	 i_e	 o_e	 a_e
 u_e	 e_e	 ph					

# 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,
- wr,
- '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.

# Progression for reading

Green	<ul style="list-style-type: none"><li>• Can read aloud with support</li><li>• Can make simple deductions with help and prompts from the teacher</li><li>• Read fluently with attention to punctuation</li><li>• Solve new words using print detail while attending to meaning and syntax</li><li>• Track visually additional lines of print without difficulty</li><li>• Effectively manage a growing variety of texts</li><li>• Discuss and interpret character and plot more full</li><li>• Letters and Sounds phase 5</li></ul>
Orange	<ul style="list-style-type: none"><li>• Get started without relying on illustrations</li><li>• Read longer phrases and more complex sentences</li><li>• Attend to a range of punctuation</li><li>• Cross check information from meaning, syntax and print on the run</li><li>• Search for and use familiar syllables within words to read longer words</li><li>• Infer meaning from the text</li><li>• Letters and Sounds phase 5/6</li></ul>
Turquoise	<ul style="list-style-type: none"><li>• Extract meaning from the text while reading with less dependence on illustrations</li><li>• Approach different genres with increasing flexibility</li><li>• Use punctuation and text layout to read with a greater range of expression</li><li>• Sustain reading through longer sentence structures and paragraphs</li><li>• Tackle a higher ratio of more complex words</li><li>• Letters and Sounds phase 5/6</li></ul>
Purple	<ul style="list-style-type: none"><li>• Look through a variety of texts with growing independence to predict content, layout and story development</li><li>• Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li><li>• Solve most unfamiliar words on the run</li><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><li>• Letter and sounds phase 6</li></ul>

# Progression for reading

Gold	<ul style="list-style-type: none"><li>• Look through a variety of texts with growing independence to predict content, <u>layout</u> and story development</li><li>• Read silently or quietly at a more rapid pace, taking note of <u>punctuation</u> and using it to keep track of longer sentences</li><li>• Solve most unfamiliar words on the run</li><li>• Adapt to fiction, <u>non-fiction</u> 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><li>• Letter and sounds phase 6</li></ul>
White	<ul style="list-style-type: none"><li>• Can read aloud <b>confidently, using expression and intonation</b></li><li>• Can comment on the ways in which the book is written or presented</li><li>• Can suggest <b>extensions or alternatives to plot</b></li><li>• Can identify and discuss main characters</li><li>• Can use knowledge of the alphabet to locate information in dictionaries indexes etc</li><li>• Can read <b>silently most of the time</b></li><li>• Sustain interest in longer text, returning to it easily after a break</li><li>• Use text more fully as reference and as a model</li><li>• Search for and find information in texts more flexibly</li><li>• Notice the spelling of unfamiliar words and relate to known word</li><li>• Show increased awareness of vocabulary and precise meaning</li><li>• Express reasoned opinion about what is read</li><li>• Offer and discuss interpretations of text</li></ul>
Lime	<ul style="list-style-type: none"><li>• Read independently, using strategies appropriately to establish meaning</li><li>• Can show understanding of main points</li><li>• Can express reading preferences</li><li>• Can extract information from non-fiction</li><li>• Can make sensible predictions</li><li>• Can use appropriate voices for characters</li><li>• Can adopt a story-telling voice</li><li>• Can recognise the main differences between fiction and non-fiction texts</li></ul>

# 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 ideas

- 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

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

- Leo the Lion Club

By Beverley Randell

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. So 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 thunder 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?*