



October
2020

Reading in Year 2



How to support your child
at home.

This Workshop Aims to :

- Reiterate and emphasise the importance of reading
- Give you an overview of the expectations for reading in Year 2.
- Explain how we at Marsh Hill teach reading in Year 2.
- Provide you with ideas and strategies to encourage and support your child's reading.



"Today a reader, tomorrow a leader." – Margaret Fuller



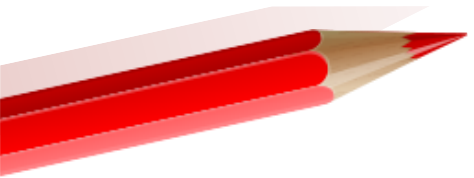
The Importance of Reading



The Importance of Reading



We all know that reading is important to education and that it provides a gateway to success in all subjects. However research shows that **reading regularly** is essential to our wider lives, having a positive impact on our lives both academically and mentally.



"Children are made readers on the laps of their parents." - Emilie Buchwald

Children and young people who enjoy reading are five times more likely to read above the level expected for their age

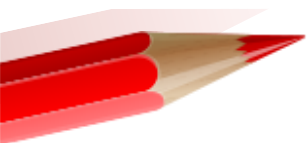
Reduces the levels of stress and anxiety and
Therefore has a positive impact on mental health.

Those who read for pleasure have higher levels of self-esteem



Develops confidence and social skills.

Children and young people who read daily are four times more likely to read above the level expected for their age



The Impact of Reading

Reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.

Promotes happiness


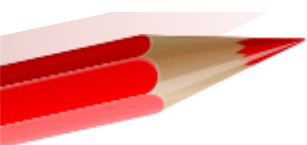
Better career:
significantly more likely to be in a managerial or professional career.

Greater ability to cope with difficult situations. Reading provides a healthy escape.

Reading for pleasure was also associated with better sleeping patterns

Development of vocabulary and language.

The list of benefits is endless...



How do we as a school teach
reading to meet the
expectations and demonstrate
the importance of Reading?

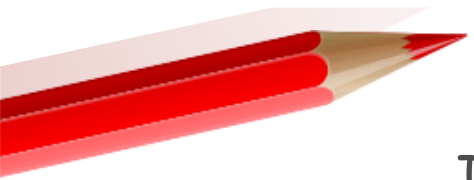
How Reading is Taught



The teaching of reading is split into two parts: word reading and comprehension (understanding of what is read to them and by them).

In EYFS and Year 1, children focus on developing their word reading skills alongside comprehension skills.

In Year 2 there is a shift towards a greater focus on the development of comprehensions skills with regular practise in word reading as it is expected that children in Year 2 should have the skills to read most words.



In EYFS, year 1 and year 2, we teach reading through daily **phonics** and **guided reading** lessons.

Word reading is taught through: Phonics



"One of the greatest gifts adults can give—to their offspring and to their society—is to read to children." – Carl Sagan

Phonics teaches children to listen carefully and identify the phonemes (sounds) that make up each word. This helps children to learn to read words and to spell words.

This allows them to become confident and independent word readers and writers.



At the end of Year 1 your child should have sat a statutory phonics screen check to assess if they have acquired the reading skills expected for their age.

Instead they will sit this check this year in June.

Words and Terms used in Phonics



Phoneme: The sound the letter/s make.

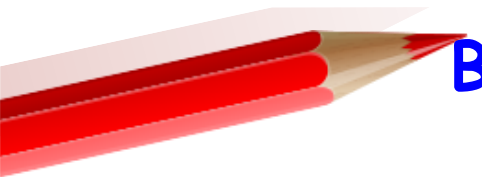
Grapheme: The letters written to make the sound.

Digraph: a phoneme with two letters (**rain**)

Trigraph: a phoneme with three letters (**night**)

Blend: To read the sounds in a word to identify what the word says.

Segment: The skill used to hear the sounds (phonemes) in a word to be able to spell it.



What is taught in Phonics?



There are 44 different phonemes (individual sounds) to be taught which are split into 2 sets- Set 1

SET 1: m a s d t I n p o c k (ck) u b f e l h sh r j v y w th z ch qu x ng nk

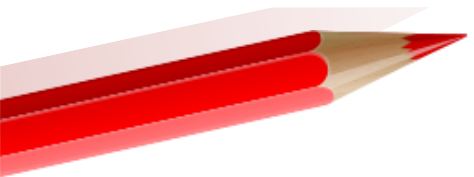
SET 2: ai ee igh oa (boat) oo oo ar or ur ow (cow) oi ear air ure er

Set 3 is taught when a child is secure in sets 1 and 2. Here they are taught alternative spelling patterns for the sounds they have learnt so:

ai can also be ay,

SET 3: a-e (cake) i-e (time) o-e (home) u-e (brute) ay

(play) ou (shout) ea (tea) oy (boy) ow(flow) ir (girl) aw (claw) ew (stew) ire (fire) are (care) wh (whizz) ph (phone) oe (toe) au (author) ie(tie) ue (blue) ey (key)



Common Exception Words (CEWs): Children are also taught to read and spell common exception words during phonics. These are words where phonics can not be used to read them as they are the exception- for example: Phonics can not be used to read: *the here was they* are CEWs .

Children must learn to read and spell these words by sight.

A Phonics Lesson



Phonics is taught discreetly each day for 20 minutes in a fun systematic way with a good level of pace.

Each lesson is broken up into 4 parts:

- **Recap** - this is where they recap the phonemes (sounds) that they have previously learnt.
- **Teach** - the teacher will introduce a new sound to the children- practising recognising it and writing the letter or letters that make up the sound. Learn the rhyme to help them to remember it.
- **Practise-** Children have the chance to practise using the new sound by reading and spelling words that contain the new sound.
- **Apply** - this is where the children will be given the opportunity to link their new learning to their prior learning. They may have to read or write a short sentence containing words that they should be able to read/spell with the newly taught sound as well as a few other sounds previously taught.

Example:

Recap: ai, ee, sounds

Read the sounds and words containing them: rain, drain, seen, sheep

Teach: introduce new sound oa.
Show the sound, teach rhyme – A goat in a boat. Read the sound.
Write the sound.

Practise: read and spell words containing oa: boat, float, soap toad

Apply: Read this sentence:

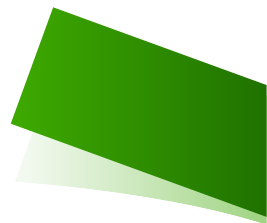
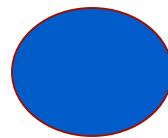
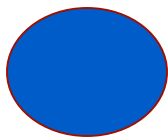
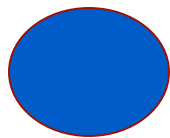
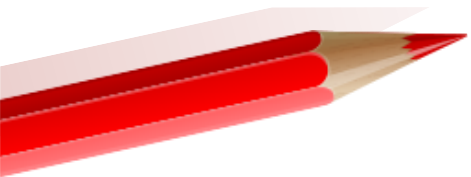
The toad was asleep under the oak tree in the rain.

Red sounds are the sounds recapped while the *blue* is the new sound taught today.

Sounding Out
words (blending)



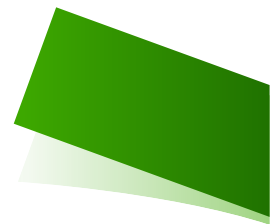
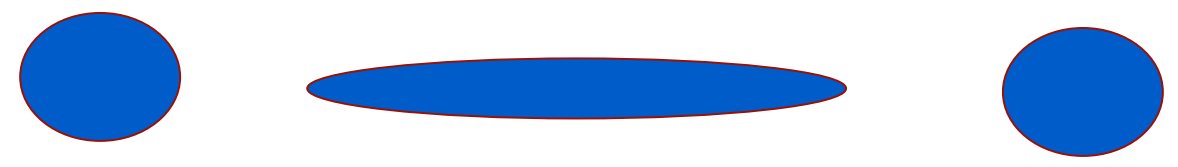
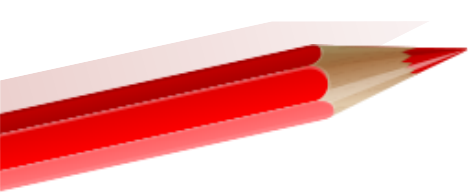
c a t



Using a phase 3
digraph



rain




Guided Reading



Guided Reading is taught for 30 minutes each day in addition to the daily 20 minute phonics lesson.

In guided reading, the children will work in 5 different groups. They will have the opportunity to read aloud an appropriate text, (selected by the teacher to suit the reading ability of the child), to an adult at least twice a week (teacher and teaching assistant).

Throughout the week they will complete tasks that develop their decoding and comprehension skills. Tasks may include:

- Answering comprehension questions about the text demonstrating their understanding.
 - Finding the meaning of new words and explore using them in different contexts.
 - Explore, describe, a character, setting, theme or idea in a story
 - Explain a characters actions, feelings or thoughts.
 - Retrieve information from non-fiction and fiction texts
 - Practise their phonics skills- work on using specific sounds in reading and spelling.
 - Practise their reading and spelling of Common Exception words.
- 

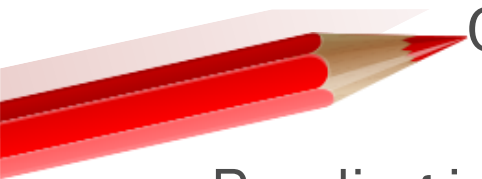
Other Ways we teach Reading



Class Teachers read to the class at the end of each day. The text is a high quality text that exposes the children to new vocabulary, themes and language structures.

Children regularly read through Writing lessons as well as other subjects (History, Geography, Science etc.) to gain knowledge and information about the subject.

Children have the opportunity to choose to free for pleasure throughout the day.



Children will have the opportunity to read aloud to an adult

Reading interventions are in place for those who need additional support which are tailored to the needs of the individual.

"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo

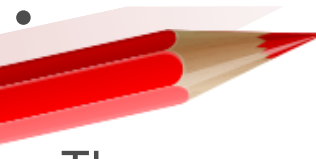


The National Curriculum The Expectations for Reading in Year 2

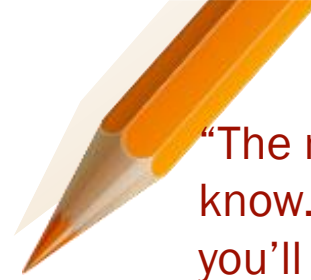


What the National Curriculum Says... Word Reading:



- By the beginning of year 2, children should be able to read all 44 phonemes and the common alternative spelling patterns (SET 3) .
- They should be able **to read unfamiliar words** using their phonics accurately without support, sounding them out in books that are matched closely to their level of word reading knowledge.
- They should be able to **instantly read many common words** without needing to sound them out loud first.
- They should be able to read **all Year 1 and Year 2 common exception words** securely.
- Children should increase their fluency by being able to read these words easily and automatically.
-  During year 2, teachers will continue to focus on establishing accurate and speedy word reading skills.
- The sooner 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.

What the Curriculum says about Comprehension:




“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” – Dr. Seuss

- By Year 2, children should have developed pleasure in reading, motivation to read, an increase vocabulary and an improved level of understanding.
- They must add to this by learning about cause and effect, thinking about why things happen such as why a character behaves a particular way or why they say the things they do.
- They need to begin to read widely, exploring new vocabulary.
- Children need to be able to answer and ask questions about what they read and what is read to them.
- They should be able to retell some familiar stories that have been read to and discussed with them.
- They should listen to and discuss a wide range of stories, poems, plays and information books; including whole books.

Year 2 Expectations in Reading



By the end of Year 2 children are expected to:

- Read most words quickly and accurately, without overt sounding and blending, and applying phonic knowledge to decode unfamiliar words
 - Read words containing common suffixes
 - read all Year 1 and 2 common exception words
 - Re-read books to build up their fluency and confidence in word reading and develop pleasure in reading and motivation to read
 - Develop vocabulary and understanding by listening to and discussing a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books
 - retell a wide range of stories, fairy stories and traditional tales
 - Explore new vocabulary, discussing the meanings of words
 - understand both the books that they read and those that they listen to drawing on what they already know or on background information and vocabulary
 - make inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
 - taking turns and listening to what others say
 - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- 




How can you support your
child's reading at home,
both for pleasure and
knowledge?

What to read?



As you can see 'Reading Widely' is important. But what does it actually mean? Children need to be exposed to a wide range of literature both read by them and to them in order to gain and understand new vocabulary and gain understanding of experiences outside their own.

Different texts include: Fairy tales, traditional stories, fiction, books from other cultures and traditions, poetry, play scripts, newspapers, non-fiction texts.



How can you support your child at home?

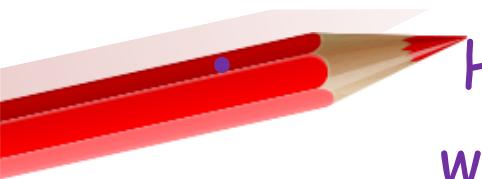


- Read to your child often and include texts on many different topics and by a wide range of authors who write in different styles.
- Join and regularly visit the local library there you will have access to a full range of literature for FREE!
- Read your child's school home reading book and library book with them and encourage them to return and change these weekly.
- Speak with your child's teacher for reading recommendations.
- Find out your child's reading interests and ignite them.

Developing and understanding Vocabulary

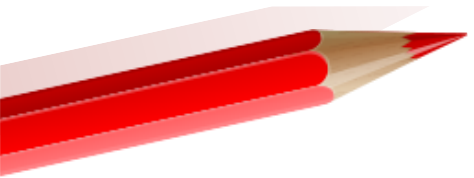


- Discuss new vocabulary with your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences.
- **Don't be afraid to not know the meaning of a new word**, look it up together or ask your child's teacher - this will model to your child that learning is a life long skill, not weakness!
- Broaden the vocabulary you use when speaking to your child.
- Have a word wall - challenge your child or have competition of who can use new words.
- Ask your child questions about what they read.



When reading to
your child:

Be a reading
role model



Simple Tips for Whilst You Read

- Talk about what can be inferred from the pictures before you read the text. What can you see? What are the characters' expressions showing?
- Discuss the meaning of words. Support your child with using a dictionary to explore words and their meanings.
- Discuss alternative words. An example would be, 'Happy is a bit of a boring adjective, isn't it? What could we use instead?' Use a thesaurus.
- Make predictions and be able to justify them. What do you think will happen next? What makes you think that? If their prediction is way off the mark, model your own and give your reasons.
- Discuss the setting of the story. Have you read another book with the same setting? What about in a similar time period? Is it set in the past, present or future? How do you know?
- Have you learnt anything whilst reading this book that you didn't know before? Pretend that you have learnt a new fact and explain it.
- Don't be scared of exploring and discussing concepts that appear in the text, such as betrayal, dishonesty, snobbery, etc.

Example Questions:

Text taken from Fantastic Mr. Fox by Roald Dahl.

Bunce was a duck-and-geese farmer. He kept thousands of ducks and geese. He was a kind of pot-bellied dwarf. He was so short his chin would have been underwater in the shallow end of any swimming-pool in the world. His food was doughnuts and goose-livers. He mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts. This diet gave him a tummy-ache and a beastly temper.

How do you imagine Bunce looks? What clues tell you this?

What kind of person do you think he is? Why?

Do you think he has many friends?

Why do you think he has a pot-belly?

Why do think he mashed his food into a paste?

How might his teeth look?

Boggis and Bunce and Bean
One fat, one short, one **lean**.
These horrible crooks
So different in looks
Were none the less equally mean.

This has the
'ea' sound in it.
What other 'ea'
sound do you
know?

What sounds can you hear?
r-ou-n-d --- round

What is a crook?

**What does lean
mean?**

**Can we look it up
and use it in
another sentence?**

That is **what** the children **round** about used to sing when **they**
saw them.

These are common exception word.
We can't use our phonics to sound it
out. We need try to remember what it
says.

Do you think the children liked the farmers?

Do you think the farmers like children? Or have children?

What do the three men have in common?

What do you think might happen to the farmers in the story?

Intonation



Intonation is the changing of tone in a person's voice when reading particular words. It often reflects emotion, emphasis and attitudes when speaking.

For example lets read the sentence below.

I didn't kick your ball.

Now if we use intonation to emphasis the a different word, it implies a different meaning.

I didn't kick your ball. - this implies someone else did.

I didn't **kick** your ball - implies I did something else to the ball.

I didn't kick **your** ball. - implies 'I' kicked someone else's ball.



Often, an other will hint when they want a word to be read with emphasis by bolding the word or writing it in *italics*.

If in doubt...

"Once you learn to read, you will be forever free." – Frederick Douglass

Read to them, read with them or let them read on their own.

A LITTLE reading every day (even just 10 minutes) is better than less frequent, longer reading. Kids who read for a few minutes daily improve more.

Reading widely is important, but reading anything counts.

LET your child choose their own reading — it is more likely they will enjoy it however encourage them to read out of their comfort zone.

TRY to integrate reading into everyday life, on the bus or in the car for example.

Look out for Reading Homework:

Reading books will be set for your child via Fiction express:

en.fictionexpress.com/login/

or Active learn: <https://www.activelearnprimary.co.uk/login?c=0>

Ask your child or their teacher for their login details.

Win! Win! Win!

£50 GIFT VOUCHER

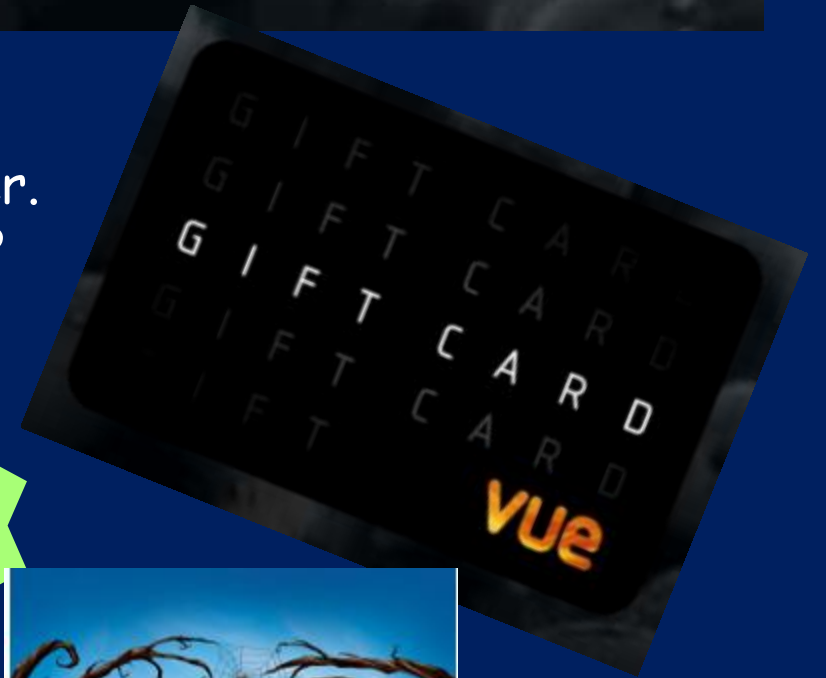
Enjoy a family day out to the cinema with this £50 gift voucher. Use it to buy tickets for films and other event screenings, VIP upgrades, snacks and drinks in any Vue in the United Kingdom.

To win, just answer the question below and send the answer to your child's class teacher at:

2C@marshill.bham.sch.uk or
2M@marshill.bham.sch.uk

ALL those who correctly answer the question will be entered into the KS2 prize draw next term!

Price Draw:
Wednesday
11th
November



Question: Can you complete the title of this story by Roald Dahl?

is it:

- a) Jimmy
- b) John
- c) James





Thank you for your continued support and dedication to your child's education.

Especially now, during this difficult and uncertain time.
Together we will work together to get the best
outcomes for your child.

Please do not hesitate to ask us for any guidance or
help you may need when supporting your child's
reading.

