

Reading and Writing

Word Reading

Comprehension

Grammar

Spelling

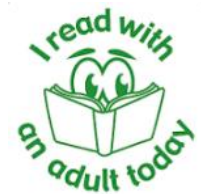
Handwriting

Reading in Year 2

Guided Reading and ERIC



- Every child has been placed in a Phonics and Guided Reading group based on their ability
- Daily phonics and guided reading sessions in Autumn Term
- Those who complete the RWI reading books will take part in the RWI spelling scheme
- Your child will be allocated books on Oxford Owl to read. We recommend reading with your children 5 times a week and at least one of these reads should be the book allocated on Oxford Owl.
- They will also be taking home Home Readers to read, a physical book to be read
- Please ensure that all books read at home are noted in the Reading Record for the class teacher to monitor
- 'Everyone Reading In Class' (ERIC) sessions happen daily within classes and this is recorded in your child's Reading Record



End of year expectations



Word Reading

- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word

End of year expectations



Comprehension

- 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 they can read independently
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing the sequence of events in books and how items of information are related
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- being introduced to non-fiction books that are structured in different ways

End of year expectations



Composition

- Write simple narratives about personal experiences and those of other, both fictional and
Non-fictional
- Write simply and clearly about real events
- Demarcate most sentences with capital letters and full stops and use question marks appropriately when needed
- Use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

End of year expectations



Spelling

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words

End of year expectations



Handwriting

- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

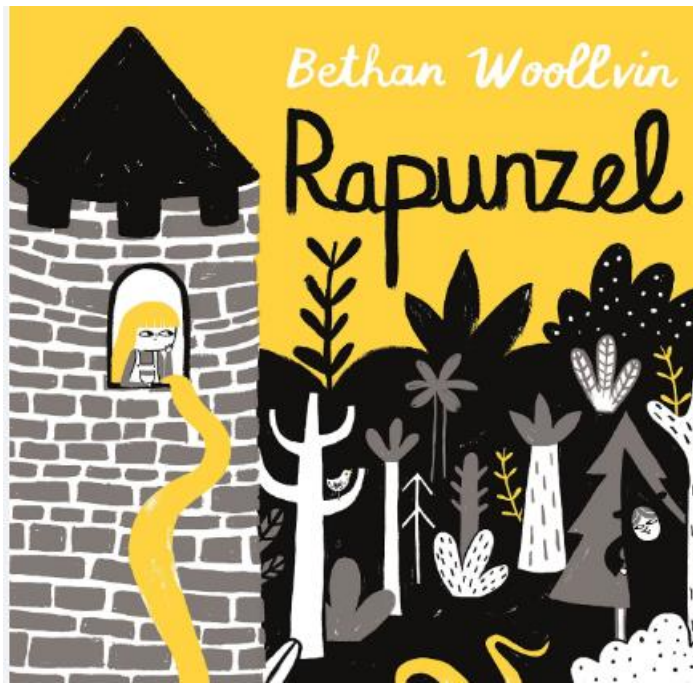


How will we teach these writing skills?

- Through engaging and practical lessons based around topic related books (fiction and non-fiction) which cover a wide range of genres
- Using modelled, shared, guided and independent writing lessons
- By incorporating speaking and listening into lessons to develop language
- Using learning challenges to help children understand what they are learning and why.
- Teaching of spelling during phonic lessons
- Daily handwriting practise to develop letter formation
- Using the Power of Reading to inspire our writing
- Using writing symbols.
- Five finger checker

How will we teach these writing skills?

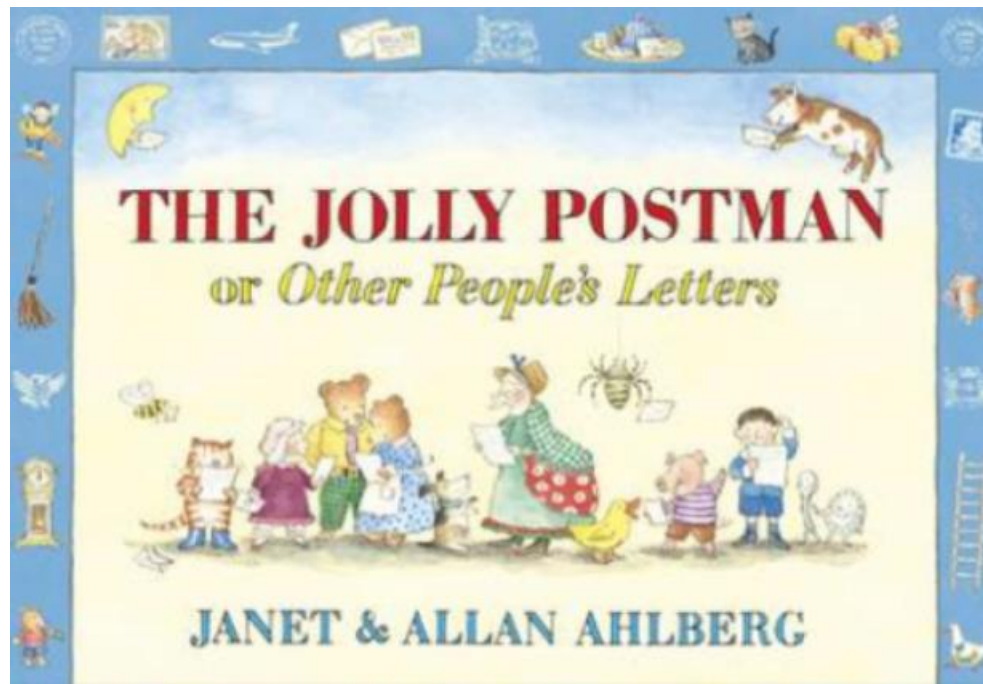
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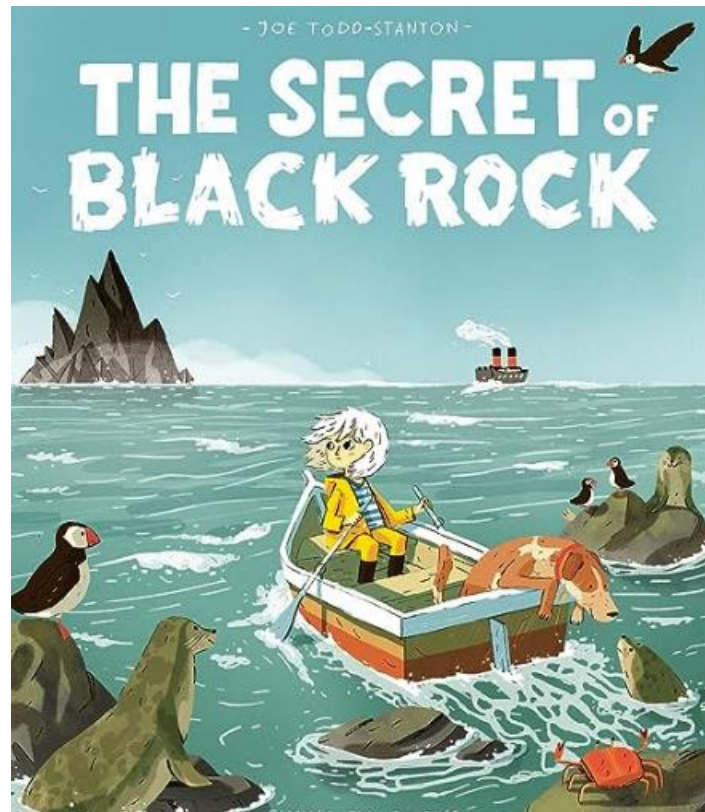
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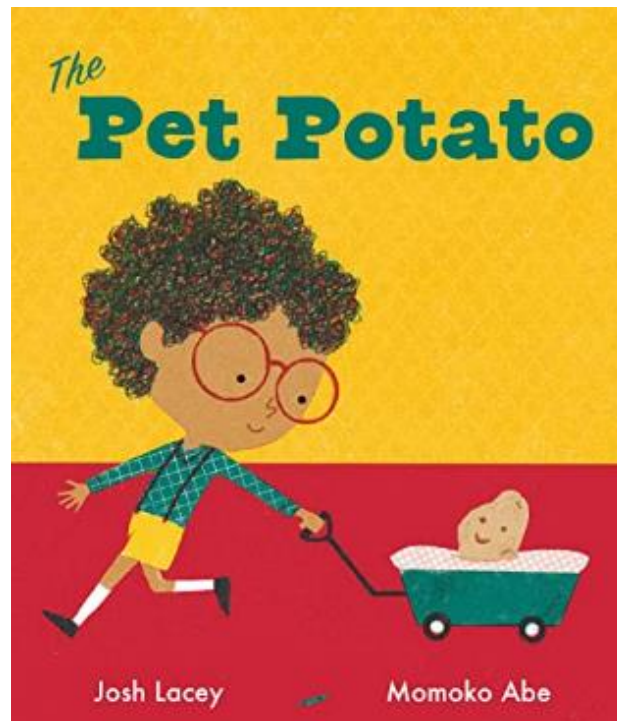
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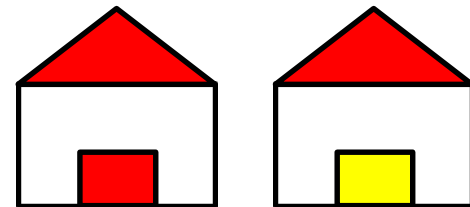


Spelling



How have the Spelling Challenges changed?

- All children will continue Phonics learning initially to refresh their spelling skills
- Then as the children are ready we use the Read Write Inc spelling programme
- Spelling houses will be incorporated into the scheme
- Please continue practice alongside reading and writing at home










Writing Symbols

Each writing symbol is assigned to a writing skill. The writing symbols help the children understand which skill is being focussed on.

Learning Challenges that are stuck into English books have these symbols on so that children can check their own work when they have finished.

Learning Challenge: To use capital letters and full stops to write about my holidays. ABC    	SPAG Focus: ABC 
holidays exciting special outside adventure friendly exhausted delighted	