

Teaching Reading, Spelling and Handwriting in Year 2



The Bellbird Primary School

Aims

To provide guidance on:

- ▶ How we teach reading and spelling.
- ▶ How parents can support with the development of their child's reading and writing.



Daily Phonics and Spelling

- Every day, the children take part in either a phonics or a spelling session.
- These sessions last for approximately 20 minutes.
- The focus is on application of phonics and spelling into **writing**.
- In year 2, we have TA support in the morning.
- The content links directly to the words that are sent home each Friday for the children to learn at home.

Dictation Exercises

- ▶ The children happily played on the grass with their teddy bears.
- ▶ Your parents are over there.
- ▶ They quickly tidied their bedroom.

Little Wandle Spelling

Autumn 1 - Children revise and consolidate their knowledge of phase 5

Autumn 2 - The children take part in daily spelling sessions with the class teacher.

Weekly spelling lists are linked to the Little Wandle spelling work for that week.

A New Vocabulary!

- - **Vowels** – a, e, i, o and u.
- - the children identify long and short vowel sounds e.g. drop is short and cloud is long.
- Some letters combine to make vowel digraphs e.g. ou
- **Consonants** – the letters which are not vowels.
- **Suffix** – an ‘ending’ used at the end of a word to turn it into another word e.g. –ing, -ed, -ful, -ness, -ment and –ly.
- **Singular and plural** – If a word ends in ss, zz, ch, tch, sh and x add es.
- If a noun ends in y, change the y to i and add -es

A New Vocabulary!

- - **silent letters** – thumb, know and write
- - **Homophones** – Words which sound the same but have a different spelling and a different mean e.g. their, there and they're and blue and blew.
- **Using the apostrophe for contraction** – e.g. didn't and couldn't
- **-using the possessive apostrophe with singular nouns** – e.g. the man's coat

Homophones

Their



There



Tricky Words - Year 1

the
A
do
to
today
of
said
says
are
were
was
is
his
has
I

you
your
they
be
he
me
she
we
no
go
so
by
my
here
there

where
love
come
some
one
once
ask
friend
school
put
push
pull
full
house
our

Year 2 - Common Exception Words

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

Supporting your child with Spelling

- ▶ Little and often - practise spelling a few words each evening.
- ▶ Ask your child to explain the spelling pattern.
- ▶ Write spellings as rainbow words:
- ▶ Dropping
- ▶ Write words as pyramid words:

p
py
pyr
pyra
pyram
pyrami
pyramid

Supporting your child with Spelling

- ▶ **Look say cover write and check** - practise spellings on the sheet that is sent home each week.
- ▶ Watch Mr Thorne on Youtube for additional practice with phonics and spelling.
- ▶ <https://www.spellingplay.co.uk/>



Supporting your child with Spelling

- ▶ **Be the teacher or Spelling Police** - Write a sentence using some of your child's spellings and ask them to use a coloured pen to correct your spelling mistakes.
- ▶ **Shannon's Game and Hangman** - Play this game using words from the weekly list. For extra challenge have a time limit.
- ▶ **Silly sentences** - Orally compose funny sentences using words from the weekly list e.g. The sausage dog **skipped** along the road and **slipped** on a huge pile of jelly.

Supporting your child with Spelling

- ▶ **Adapt a board game** - Use a game such as snakes and ladders. Play the game in the conventional way but in order to go up a ladder the player has to spell one of the words from their weekly spelling list or from previous lists before they can ascend the ladder.
- ▶ **Hunting for Homophones** - Hide some homophone pairs around the garden or in the house e.g, knight, night, wear and where, bear and bare. The children have to find these and put them with their pair. The adult says a sentence e.g. I like to wear my trainers to the park.
- ▶ Your child holds up the correct homophone.

Supporting your child with Spelling

- ▶ **Spelling Search** - Use old magazines for newspapers. If the children are learning to spell plurals, ask them to find as many plurals as they can which end with -es and -s. They could sort these into groups and explain why some end in -es and with some words you just add -s. For some extra challenge add a time limit and a target.
- ▶ **Speed write** - Use a timer. Ask your child to predict how many times they will write a particular word in a minute. The children try to beat their target making sure that they spell the word correctly.

Supporting your child with Spelling

- When learning tricky words, use the mnemonics developed by the school:

friend



A really good friend stays right until the end.

said



Sally Ann is dancing

when



when

could

should



would



Use o u lucky duck to help remember 'ould' words

what



what

Supporting your child with Spelling

- ▶ The golden rule is - Make it Fun!
- ▶ If your child is really struggling to learn their spellings at home then talk to the class teacher for advice and support.

Reading with your Child at Home



Reading in Year 2

- ▶ At the start of the year, many children will still be reading the Collins Big Cat phonics reading books.
- ▶ Children reading at this level will read their book in reading practice sessions and after their second or third reading session they will take the book home to read with an adult.
- ▶ In school, reading session 1 focuses on fluency. In the second session children practise reading aloud with expression. In the final session the children discuss key vocabulary and they answer questions about the book.
- ▶ In addition to their reading practice book, the children take home a library book to share with their adults at home.

Reading in Year 2

- ▶ Once the children are ready they will move on to purple books. These books are not 100% phonically decodable and your child may struggle with this at first. Remind the children to use their phonics.
- ▶ Children who are reading purple, gold, white and lime books take part in one reading practice session a week.
- ▶ By the end of year 2, the national expectation is that a child should be reading fluently and with understanding books at the top of the gold band or white books.

Helping Your Child at Home

- 📖 Listen to your child read as often as you can. Every day is ideal. Sessions do not need to be long and drawn out. Little and often generally works best.
- 📖 Praise your child for the effort that they are putting into the reading. Be specific in your praise.
- 📖 Take it in turns – you read a page and your child reads a page.
- 📖 Read two pages, close the book and count back from a given number. How much can your child tell you about the two pages? Over time, extend the number of pages.

Helping your Child at Home

- 📖 When you have finished a story, walk through the story, looking at the pages to support your discussion. Together retell the story. You can use different voices for different characters and involve toys in the role play and re-telling.
- 📖 It is fine for your child to not enjoy reading a particular book.
- 📖 As well as school reading books, encourage your child to read recipes, instructions for games or LEGO, notices and signs when you are out and about.
- 📖 Read in a quiet place away from distractions such as computers and televisions.

Helping your Child at Home

If your child is stuck on a word, try the following:

- 📖 Sound out the first and the last letter.
- 📖 Break the word into parts y-e-s-t-er-d-ay
- 📖 Read the earlier part of the sentence.
- 📖 Miss the word out – read ahead and see if this helps.
- 📖 Are there any clues in the picture?



🐾 Before reading 🐾

Practising phonics: Phase 5, Set 3

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.LittleWandleLettersAndSounds.org.uk

Read the GPCs

/e/ ea	/ee/ ey, y
/igh/ y	/j/ g
/l/ al, le	/oa/ ow
/oo/ ou	/s/ c, se, ce
/u/ o-e, ou	/v/ ve
/w/ wh	

Read the words

spread snowy
fly huge gently
able petals you
icy Reese noticed
some young give
whispered

Read the tricky words

the to of was
they what your our
called friends could
through

Vocabulary

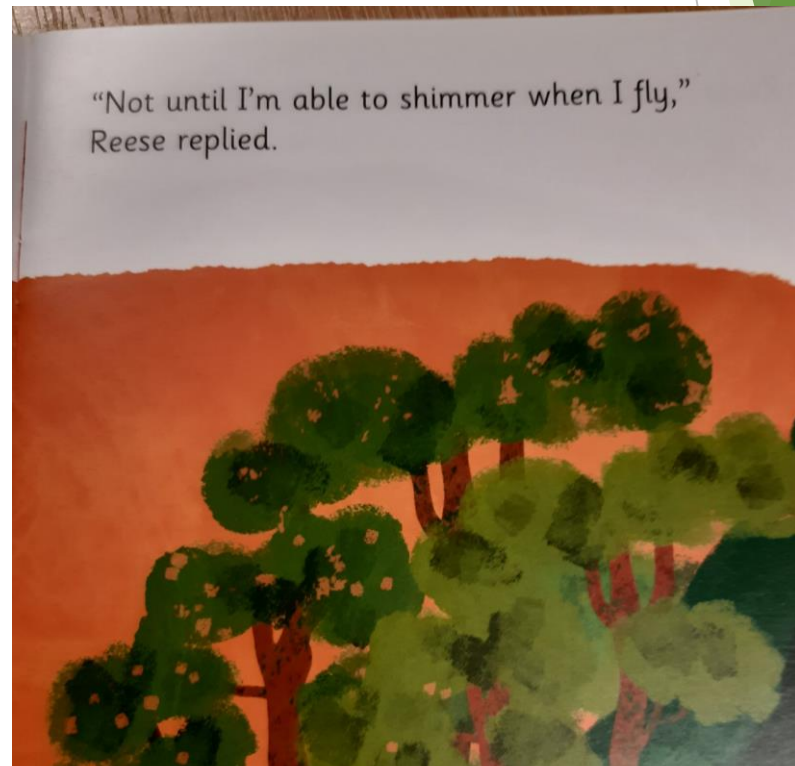
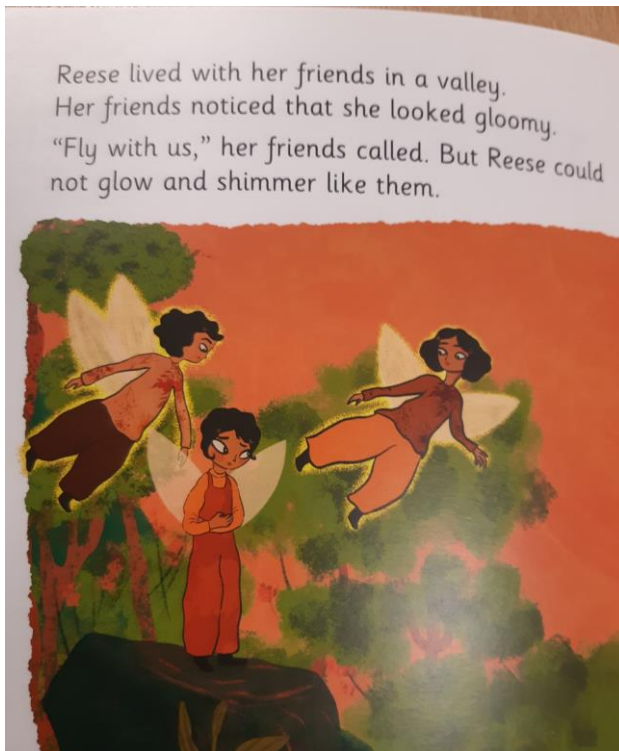
Ask the children to read these words. Check understanding.

valley glow shimmer
headed billowed
dread steady pride

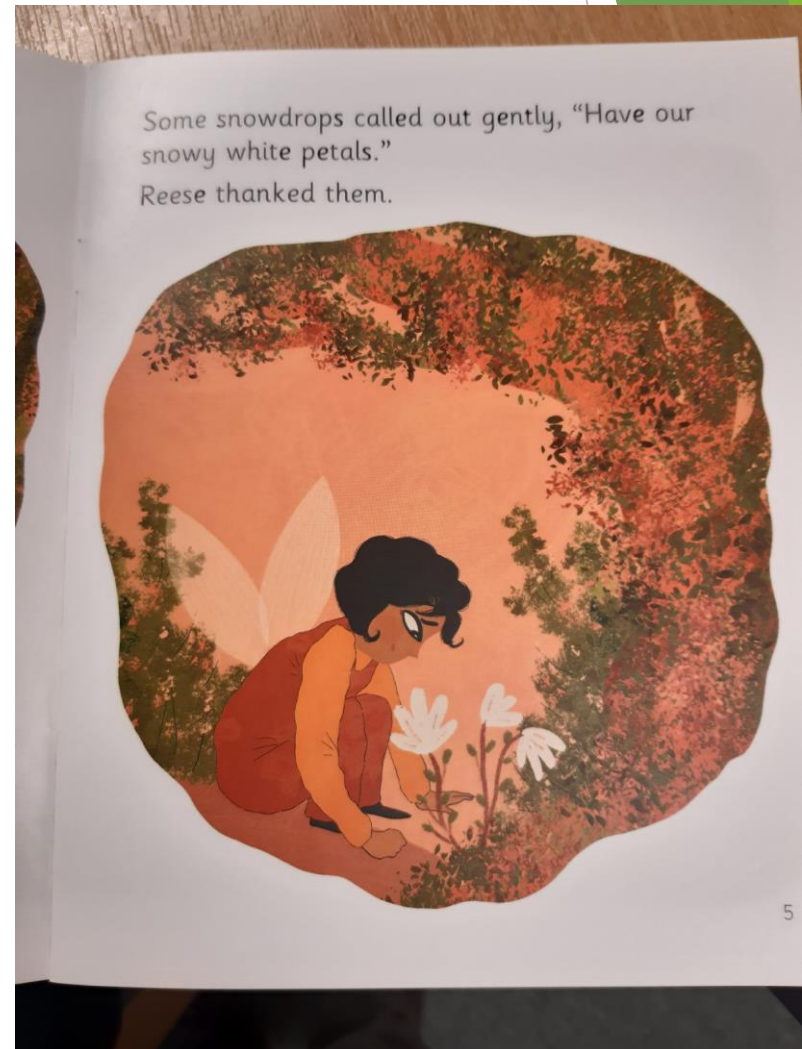
Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

- Describe where Reese lived?
- Find and point to a word which means the same as 'saw'.
- Find and point to word which means the same as 'sad.'
- How does Reese feel at this point in the story?



- What does “headed to the woods” mean?
- Which plants called out to Reese?



Follow up Activities

- ▶ Show me your favourite part of the story. Why do you like this page so much?
- ▶ Describe the main character in the story.
- ▶ Which other stories do we know that have a magical character with a problem? How are these stories similar to or different to this story?
- ▶ Use mini figures or similar toys to retell the story. Join in and use different voices for different characters.



**All reading should be
enjoyable and successful**

Useful Websites

► www.oxfordowl.co.uk



Useful Websites

- ▶ www.lovereadings4kids.co.uk

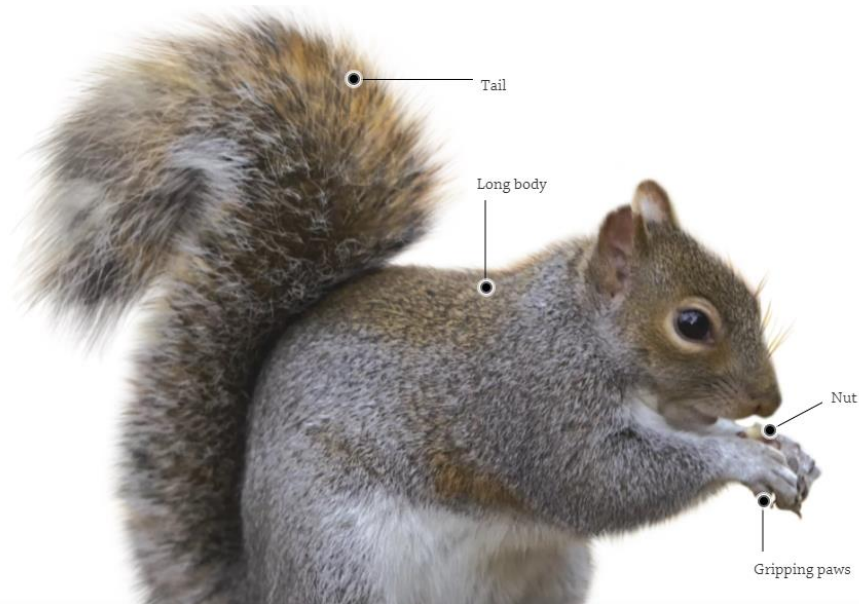


Squirrels



Squirrels can be found everywhere from tropical rainforests to Arctic tundra, and from the tops of trees to deep underground burrows. Many kinds are tree-dwellers, with slim, flexible bodies that are ideal for jumping and climbing. They also have large tails that they can hold out behind them to help them balance. Other squirrels live on the ground in fields, mountains, and deserts. Squirrels feed mainly on nuts and seeds, using their long front teeth to nibble through the tough husks and get at the food inside.

The pale giant squirrel, which lives in trees in Malaysia, Borneo, and Sumatra, can grow as big as a pet cat.



Can you help?

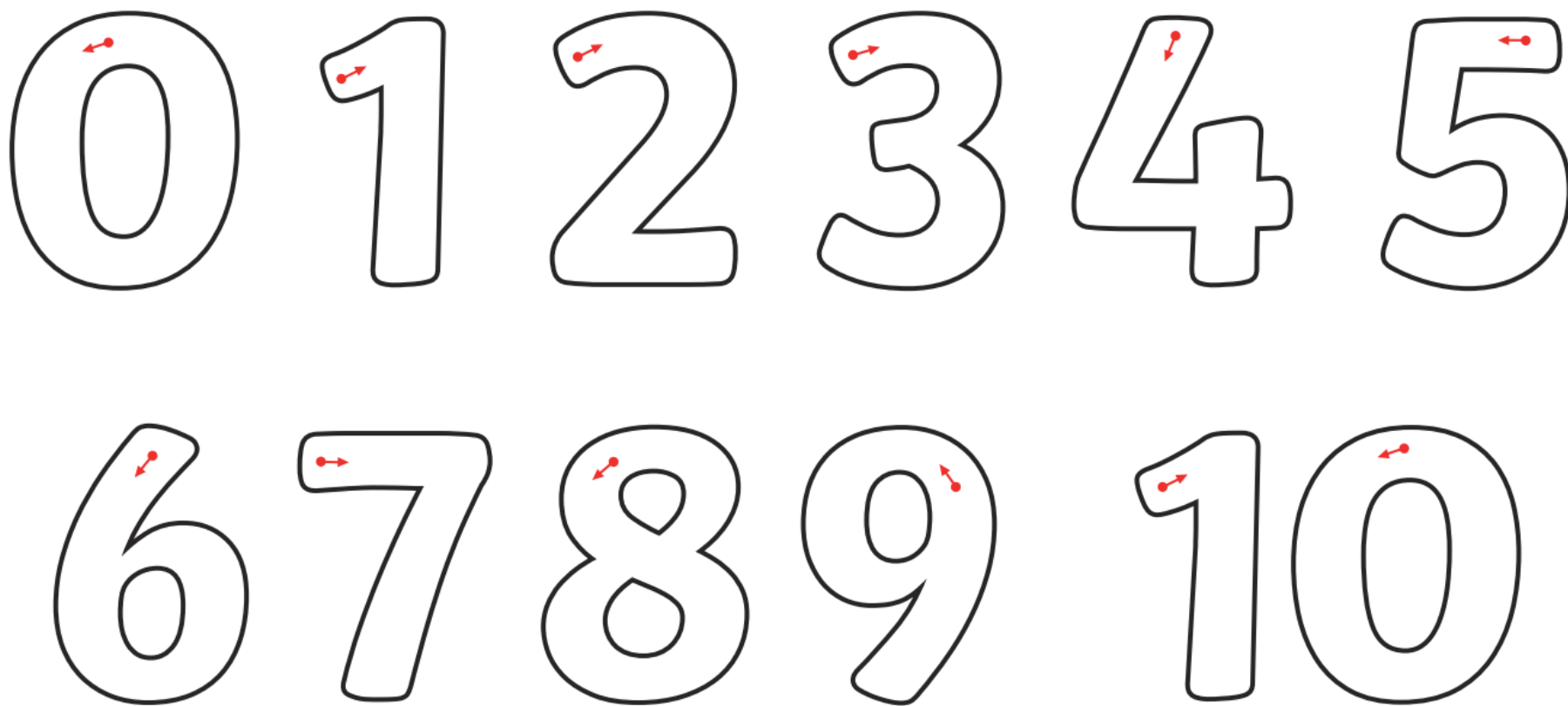


Handwriting

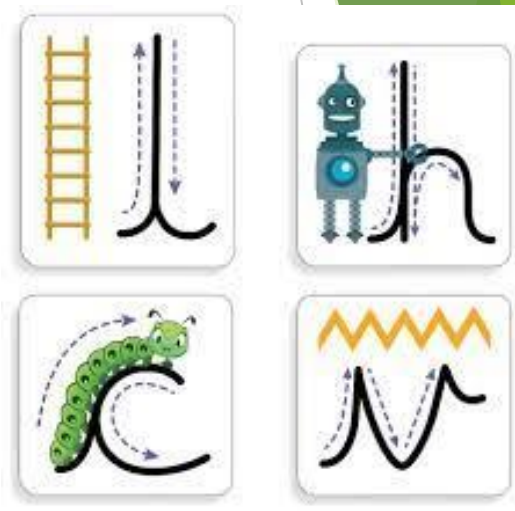
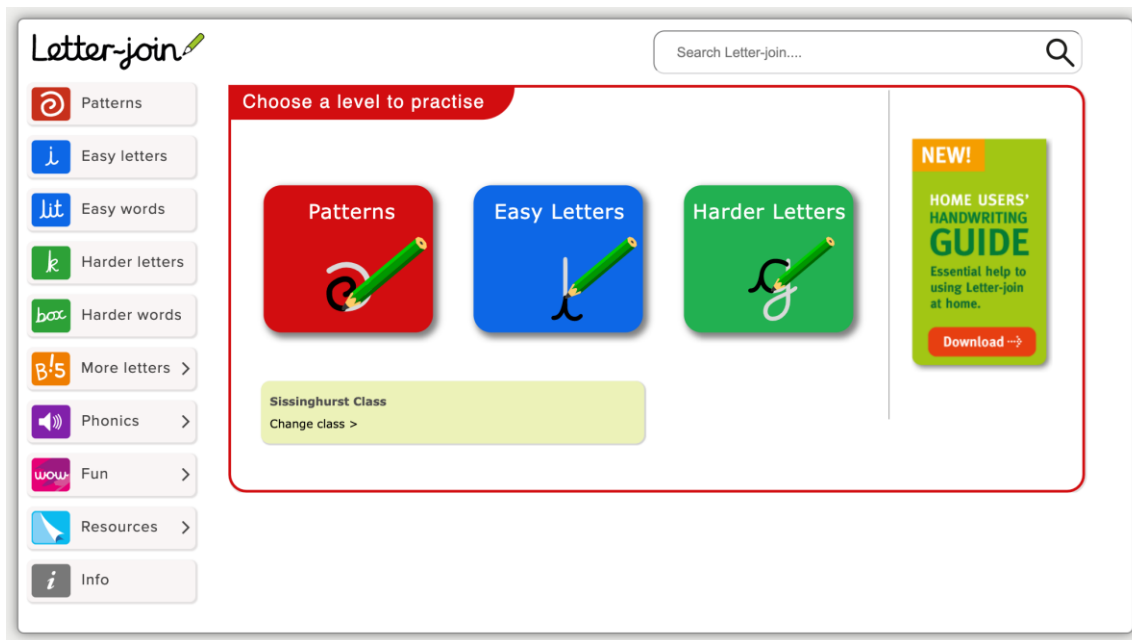
- ▶ The learning progression in year 2 is as follows:
- ▶ Correct formation of capital letters.
- ▶ The correct formation of numbers.
- ▶ Teaching letter formations with lead -ins. We are currently practising long ladder letters and curly caterpillar letters.
- ▶ Later in the year we will be joining our letters.

Number Formation

Can you trace the numbers?



Letter-join Handwriting Scheme



Handwriting at our school

- ▶ Our chosen handwriting style
- ▶ We use lead-in and lead-out lines

The image shows the word 'ran' written in a cursive handwriting style. The letters are connected, with the 'r' having a small loop and the 'n' having a large loop. The word is written on a light gray background.

Handwriting at our school

Capital Letters

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z

Cursive Lower Case Letters

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Letter-join log-in



Desktop log-in

Login Desktop Tablet

Username:

lj8538

Password:

home



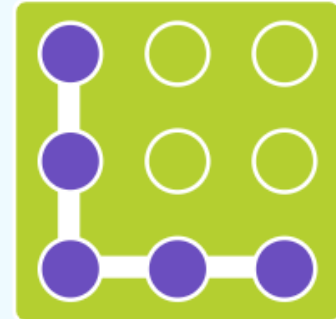
Tablet log-in

Login Desktop Tablet

Username:

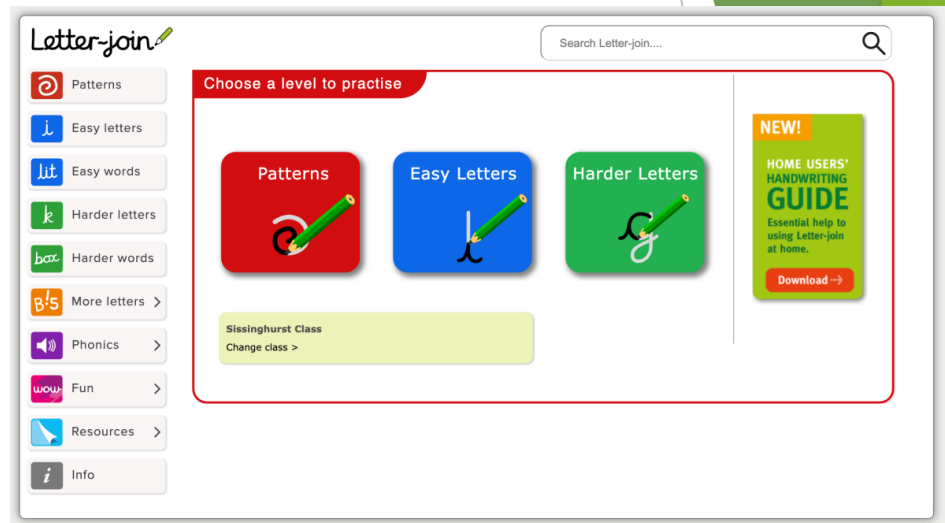
lj8538

Swipecode:



Making the most of Letter-join at home

- ▶ Log in to Letter-join
 - ▶ Patterns
 - ▶ Easy letters
 - ▶ Easy words
 - ▶ Harder letters
 - ▶ Harder words
 - ▶ More letters



How Parents can Support at Home

- ▶ Encourage correct sitting and good posture. Where possible it is best if the children's feet are resting on the floor.
- ▶ Practise the formation of letters little and often.
- ▶ Practise forming the letters correctly with paint, crayons, chunky chalk or with a stick and some mud.
- ▶ Encourage the children to play with playdoh and building bricks such as LEGO. Use tweezers to pick up a selection of small objects. Use a timer – can you beat your time?

How Parents can Support at Home

Tripod Grip Rhyme

Listen to the rhyme:



Right Handed Grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



...and grip.

Left Handed Grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



...and grip.



B

B

C

Bottom back of
chair

F F F

Feet Flat on the Floor



Any Questions?

