



# **Reading & Phonics**

## **Stay and Learn**



# An overview

- Phonics and reading.
- Reading at THPS.
- Expectations of reading at the end of KS1.
- Activities to support your child.



# Year 2

- If a child in Year 2 still needs support with phonics they will get this through 'catch up' interventions.
- All Year 2 will attend the Phase 6 phonic lessons so they don't have gaps with spellings and patterns.





# Little Wandle

- Why Little Wandle?
- Excellent training for all staff to ensure consistency,
- Every aspect of phonics and reading included in a detailed, thorough and
- systematic approach,
- Engaging resources without distracting from the learning,
- Comprehensive system for identifying and supporting children requiring
- extra help and useful support for parents.



# Terminology

- **Phoneme**-the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- **Graphemes**-a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- **Segment** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/,
- **Blend**- to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
- **Digraph**- two letters making one sound, e.g. sh, ch, th, ph.
- **Trigraph**-three letters making one sound- air, ear, ure
- **Split digraph**- two letters, split, making one sound, e.g. a-e as in make or i-e in site



- In Year 2 we are developing fluency and automaticity so a child can read a range of age related books independently .
- Phase 5 is still regularly reinforced as it outlines alternative graphemes for spelling e.g. meat/meet.
- Children who are still working towards their phonics screening may revisit earlier phases in additional interventions.
- Phonics sessions follow guided reading every day and are tailored to support your child's segmenting, blending and overall fluency.



# Reading at THPS

- Guided Reading takes place every morning from Monday to Friday- Your child will read with a teacher or teaching assistant at least once a week in a group based on their ability.
- On other mornings, your child will be given a reading task to complete.
- We encourage reading at home and school and now have a reading reward for children who read regularly.
- Phonics feeds into reading.
- A reading book (weekly) and reading spine book (fortnightly) will be sent home for the children to read.



# Year 2 Reading Expectations

## Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words.\*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate<sup>1</sup> 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<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.





# Year 2 Reading Expectations

## Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.



# Assessing Reading

- Reading assessment every term during assessment week.
- Assess how your child is doing against expectations AT THAT POINT in the year:
  - emerging, expected, exceeding
- During May, children in Year 2 will sit their KS1 SATs which consists of two reading papers. WB 15th May
- You will have more information about these tests in our KS1 SATs meeting in November 21<sup>st</sup> November.



# Example Questions

Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster  
liked boats.

A boat drifted  
towards them.

They were  
by the sea.

It was a  
sunny day.

**Find** and **copy one** word which tells you that Monster was not feeling well in the boat.

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Why did the boat start to sink?

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Number the sentences below from 1 to 4 to show the order they happen in the story.

The first one has been done for you.

They found a big basket.

They fell asleep on an island.

They went in a boat.

The boat drifted away from them.

1



# Reading for Pleasure

- Encourage your child to read on a regular basis.
- Allow your child to lead their reading experiences at home.
- If they're reading, they're learning!
- Reading doesn't just have to be a book, be creative!

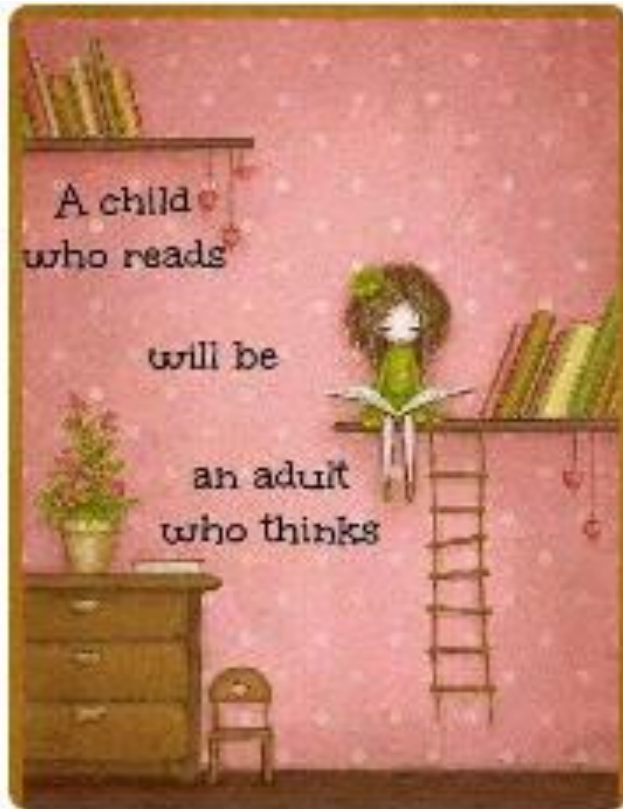


# Supporting your child

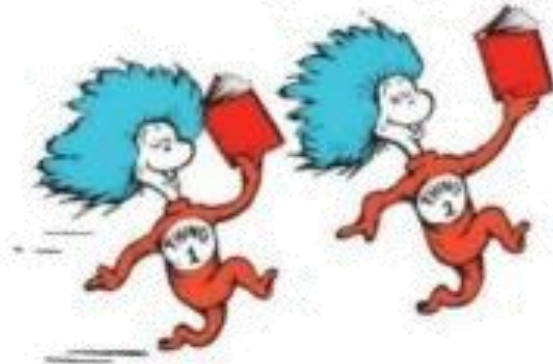
- Read challenging books together and discuss the story.
- Read a range of text types.
- Show an interest in listening to your child read.
- Discuss vocabulary with your child and find out the meaning of new words.
- Regularly question your child on what they have read.
- Allow reading to become part of your routine.



# Reading for Pleasure



The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.



**Let's have some  
FUN with reading  
and phonics!**

