

Year 2 Phonics

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.¹⁶

The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.



Barnes Primary School

Aims of Session

- What is phonics?
- Key Vocabulary
- Phonics lesson examples
- Phonics in School
- Reading in School
- How to help at home



Phonics

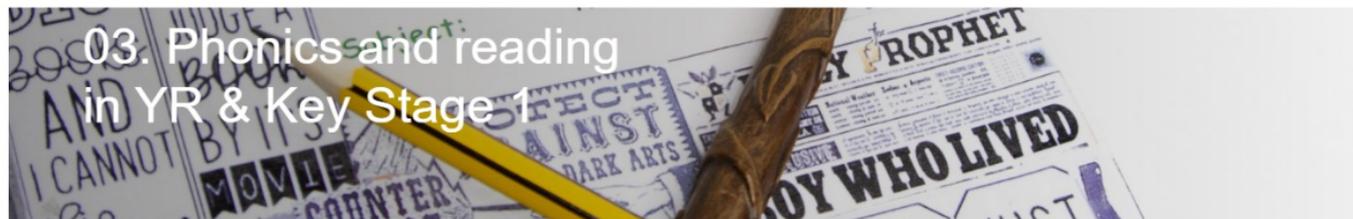
Phonics is simply the code that turns written language into spoken language and vice versa.

We use this to teach children how to speak, read and spell.



Website

School Website under 'curriculum', then 'reading'.



03. Phonics and reading in YR & Key Stage 1

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Curriculum

Art

Art (page under construction) >

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Curriculum maps

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Curriculum statement

Design and technology

Drama and productions

French

Geography

History

Phonics at Barnes

Being able to read is the most vital skill children will learn during their early schooling due to the implications it has on lifelong confidence and all round well-being. Early reading skills and phonics are fundamental in giving children the skills needed to access and embrace their learning and the wider world around them.

Phonics is the process that is used to help children break down words into sounds (segmenting) and put sounds back together to read words (blending). Our aim is to teach children the phonic knowledge and skills they need to become fluent readers by the age of seven.

Phonics is taught from Nursery through to Year 2. However, the good practice continues into Year 3. We integrate phonics and spelling lessons so that all children are confident in their phonic knowledge.



We follow the Reading Planet Rocket Phonics systematic synthetic phonics (SSP) programme DfE-validated.

How is phonics taught at Barnes?



Website

Year 2 Phonics Half Termly Plan

Autumn 1	/ai/ ai, ay, a-e, a, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o homophones and near homophones suffixes
Autumn 2	/w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y-oo/ u, u-e, ue, ew short /oo/ oo, u /ar/ ar, a possessive apostrophes suffixes
Spring 1	/or/ or, ou, aw, al, ar /or/ our, ore, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy contractions suffixes
Spring 2	/eer/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge homophones and near homophones suffixes
Summer 1	/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll /ul/ le, il, al, el possessive apostrophes suffixes
Summer 2	/i/ i, y /o/ o, (w)a, (qu)a /e/ e, ea /zh/ s, si /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti contractions suffixes

YouTube





Reading Planet Rocket Phonics Parent Guide



Yellow

ar – smart, garden
 or – thorn, sort
 ur – fur, turn
 ow – how, crowd
 oi – point, coin
 ear – fear, beard
 air – hair, chair
 ure – pure, secure
 er – dinner, longer

Blue

wh – which, whisper
 ph – dolphin, phonics
 ay – play, crayon
 a-e – make, shake
 a – acorn, label
 ea – peach, team
 e-e – complete, these
 ie – field, cookie
 ie – pie, tried
 i-e – shine, smile
 y – sky, dry
 l – find, remind
 ow – snow, window
 o-e – home, alone
 oe – toe, tomatoes
 o – go, both
 ey – donkey, valley
 y – happy, silly

Green

ue – clue, glue
 u-e – flute, rule
 u – push, put
 ue – due, statue
 u-e – cube, confused
 u – unicorn, human
 ew – chew, screw
 ew – news, stew
 ir – shirt, thirteen
 er – herb, desert
 ou – cloud, sound
 oy – toy, enjoy
 au – launch, author
 aw – yawn, claw
 ou – you, soup
 ou – shoulder, mould
 oul – could, should
 ear – earth, search
 or – world, worth
 eer – cheer, career
 are – care, square
 ear – bear, wear
 ere – there, everywhere
 al – all, walk
 our – four, your
 ore – more, before
 oor – door, floor
 augh – caught, daughter

Orange

ci, cy, ce – city, cycle, parcel
 gi, ge, gy – giant, gemstones, energy
 se – house, grease
 ce – prince, bounce
 ea – head, feather
 ch – school, chemist
 ch – chef, machine
 ge – cage, cottage
 dge – bridge, fudge
 o – brother, wonder
 le – bottle, giggle
 ed – yelled, roared
 ed – mixed, stopped
 mb – comb, thumb
 kn – know, knuckle
 gn – gnome, sign
 wr – wrong, wrap
 tch – catch, kitchen
 s, si, ge – treasure, television, collage
 ture – picture, creature
 y – gym, pyramid
 sc – scissors, scene
 st – whistle, castle
 (w)a – watch, want
 ssi – mission, passion
 ci – magician, special
 ti – station, potion

Top tips to support your child's reading at home

1. Read as regularly as you can at home

- Reading at home is just as important as reading at school. It gives children a chance for extra practice (which is always a good thing!) and the opportunity to develop a language-rich environment at home.
- Read to your child. This may sound obvious but showcasing your love of reading and giving your child the opportunity to listen to you read is just as valuable as them reading to you. Some parents may think that reading at home is all about hearing your child read, which is a **very** important part of developing their reading skills, however allowing them into your world of reading creates a new, exciting experience that will boost their love of books.

Did you know?

Children who read outside of school every day are five times as likely to read above the expected level compared with those who don't. Let's get reading!

2. Build reading into your child's daily routine

- Find a regular time for reading in your child's day, so that they can start to expect it as part of their regular routine. It can be any time: before bed, after dinner, or in the morning after breakfast when they have more energy.
- Don't get caught up with *how much* time your child spends reading – if they need a break that is completely fine! Reading can require a lot of mental effort and stamina, especially during the early stages and we don't want to 'put children off' by forcing them to continue reading when they need a rest.
- Your child doesn't need to read an entire book in one go. Taking regular breaks will give your child a chance to gradually build their reading stamina and soon they will be able to read for longer.

3. Encourage reading a variety of materials

- Don't feel like your child only has to read books. They can read anything and everything – get creative! Magazines, newspapers, recipes, game instructions – the list is endless!
- When you are out and about there are so many things that we read automatically and successfully using our reading skills (without even realising)! Encourage your child to read things like road names and signs, shop names, bus and train timetables, posters and leaflets. This will support your child's application of the sounds that they know to real life.



4. Develop your child's love of reading

- Give books as presents
- Encourage your child to organise book swaps with friends
- Visit the local library or book shop together regularly
- Have a family bookshelf and start a family book club
- Alternate between print books and eBooks
- Watch the film version once your child has read the print version
- Mix it up: read non-fiction books as well as fiction books



5. Dos and Don'ts when your child is learning to read...

Do

- Give them a chance to sound out the word in their head.
- Encourage your child to sound the word out aloud.
- Ask them to read the word again if they read it wrong.
- Ask your child questions about what is happening in the story: predict, describe characters, explain the plot and order the events.
- Be patient – reading is a tricky skill; your child will get there in the end.
- Give lots of support, praise and encouragement to boost their confidence.

Don't

- Immediately correct them if they read a word incorrectly.
- Read the words for them.
- Ask your child to guess what the word might be.
- Ask your child to look at the pictures for clues to guess what the word might be.
- Ask your child to re-read the sentence and think what the word could be.



Knowledge of code

Nursery:

Seven aspects and three strands

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Tuning into what they hear.

Distinguishing between sounds – if they can hear 2 different shaker sounds it will help them differentiate phonemes.

Lots happens through daily stories, rhymes, rhythms and repeating.

5-10 min daily group sessions.

Spinning.



Decode

To read or 'decode' the symbols below the children need to recognise letters and know the sound that it makes.

c

h

Phoneme: is the sound

Grapheme: is what is written



Initial Sounds

Reception

Autumn 1	/s/ as in s un /a/ as in a pple /t/ as in t ap /i/ as in i nsect /p/ as in p an /n/ as in n et l, the, go, to, no, into	/m/ as in m ouse /d/ as in d og /g/ as in g oat /o/ as in o ctopus /k/ as in c at /k/ as in k ite
Autumn 2	/k/ as in d uck /e/ as in e lephant /u/ as in u mbrella /r/ as in r abbit /h/ as in h at /b/ as in b at l, the, go, to, no, into	/f/ as in f rog and cl iff /l/ as in l adder /l/ as in sh ell /s/ as in d ress Double consonant letters Two syllable words

Not shwa sounds

e.g. in mouse the m is pronounced mm not muh



Pink A

s – sssssun (keep teeth together and hiss)

sat, sit

a – a-a-a (open mouth wide as if to bite an apple)

as, at

t – tick tongue behind the teeth)

tap, tan

i – i-i-i (make a sharp sound at the back of the throat)

it, is

p – (push lips together and let go saying 'p', avoid the 'uh' at the end, almost like a short outward breath)

pat, pin

n – nnnnet (keep tongue behind teeth)

nap, an

m – mmmmouse (keep lips pressed together hard)

mat, map

d* – (tap tongue behind teeth)

dip, and

g* – (make a soft sound in your throat)

gap, dig

o – o-o-o (push out lips; make an 'O' shape with your mouth)

got, pot

c – (make a sharp click at the back of your throat)

cat, can

k – (make a sharp click at the back of your throat)

kit, kid

Pink B

ck – (make a sharp click at the back of your throat)

pick, sock

e – e-e-e (release mouth slightly from an open position)

peg, met

u – u-u-u (make a short sound at the back of your throat)

up, sun

r – rrrrabbit (say rrr as if you're growling)

rat, run

h – (say 'h' as you sharply breathe out with mouth open)

hop, hen

b* – (press lips together and say 'b', pushing lips out as you say it)

bat, big

f – fffffrog (keep teeth on bottom lip and force air out sharply)

fun, fit

ff – (keep teeth on bottom lip and force air out sharply)

off, huff

l – lllladder (keep pointed, curled tongue behind top teeth)

let, luck

ll – (keep pointed, curled tongue behind top teeth)

hill, tell

ss – (keep teeth together and hiss)

mess, fuss

Red A

j – jjjjug (push lips forward, lips slightly open, pressing teeth together and force air out)

jam, jump

v – vvvvan (keep teeth on bottom lip and gently force air out)

van, velvet

w* – (keep lips tightly pursed and push air out softly)

went, wind

x – (say a sharp 'c' and add 's')

mix, next

y* – (keep edges of tongue against teeth)

yes, yuck

z & zz – zzzzebra (keep teeth together and make a buzzing sound)

zip, buzz

/z/ s – (keep teeth together and make a buzzing sound)

hens, bags

qu – (keep lips pursed as you say 'cw')

quick, squid

Red B

ch – (keep edges of tongue against teeth, push tongue to roof of mouth and purse lips, force short, sharp air out)

chop, bench

sh – shhhheep (make the shhhhh noise as if you are telling someone to be quiet!)

ship, brush

th – thhhhumb (place tongue forward in front of top teeth and breathe out sharply)

bath, then

ng – rinnng (push tongue up to roof of mouth, make sound from the back of the throat)

song, bring

ai – chain, tail

ee – sheep, feel

igh – light, bright

oa – goat, coach

oo – spoon, boot

oo – book, good

Yellow

ar – smart, garden

or – thorn, sort

ur – fur, turn

ow – how, crowd

oi – point, coin

ear – fear, beard

air – hair, chair

ure – pure, secure

er – dinner, longer

Blue

wh – which, whisper

ph – dolphin, phonics

ay – play, crayon

a-e – make, shake

a – acorn, label

ea – peach, team

e-e – complete, these

ie – field, cookie

👂 Listen to the pronun-
for every sound on



Digraphs

Phoneme: is the sound

Grapheme: is what is written

chat

digraph

two letters representing
one sound (phoneme)

cake

split digraph

two separated letters
representing one sound
(phoneme)



Trigraphs

Phoneme: is the sound

Grapheme: is what is written

sight

trigraph

three letters representing

one sound (phoneme)



Knowledge of code

Year 1

Autumn 1	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy /oo/ as in rope /oo/ as in snow some, one, said, come, do, so, were, when, have, there, out, like, little, what	/oo/ as in toe /oo/ as in piano /ee/ as in happy /ee/ as in key Consolidation
Autumn 2	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy
Spring 1	/or/ as in astronaut /or/ as in strawberry /oo/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter
Spring 2	/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother Consolidation
Summer 1	/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/r/ as in writing /ch/ as in hatching /zh/ as in treasure, television, collage Consolidation
Summer 2	/ch+u/ as in picture /j/ as in pyramid /s/ as in scissors /s/ as in whistle /o/ as in watch /sh/ as in station who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/sh/ as in musician /sh/ as in percussion Consolidation



Yellow

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 ir – shirt, thirteen
 er – herb, desert
 ou – cloud, sound
 oy – toy, enjoy
 au – launch, author
 aw – yawn, claw
 ou – you, soup

[Empty box]

ear – earth, search
 or – world, worth
 eer – cheer, career
 are – care, square
 ear – bear, wear
 ere – there, everywhere
 al – all, walk
 our – four, your
 ore – more, before
 oor – door, floor

[Empty box]

Orange

ci, cy, ce – city, cycle, parcel
 gi, ge, gy – giant, gemstones, energy
 se – house, grease
 ce – prince, bounce
 ea – head, feather
 ch – school, chemist
 ch – chef, machine
 ge – cage, cottage
 dge – bridge, fudge
 o – brother, wonder
 le – bottle, giggle
 ed – yelled, roared
 ed – mixed, stopped
 mb – comb, thumb
 kn – know, knuckle
 gn – gnome, sign
 wr – wrong, wrap
 tch – catch, kitchen
 s, si, [Empty box] treasure,
 television, [Empty box]
 ture – picture, creature
 y
 [Empty box]

ti – station, potion



Knowledge of code

Year 2

When using flash cards or online resources, you may see we've taken a few non-statutory graphemes out e.g. igh for /ai/

Year 2 Phonics Half Termly Plan

Autumn 1	/ai/ ai, ay, a-e, a, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o homophones and near homophones suffixes
Autumn 2	/w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u /ar/ ar, a possessive apostrophes suffixes
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Summer 2	/i/ i, y /o/ o, (w)a, (qu)a /e/ e, ea /zh/ s, si /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti contractions suffixes



Year 2 Lesson

Most weeks are one sound per week and looking at all the ways to spell.

/ee/

YR	YR	YR	YR	YI	YI	Y2
ee  bee	e-e  scene	ie  shield	ea  peach	y  happy	ey  key	e  secret
Monday		Tuesday	Wednesday		Thursday	

Bigger focus on choosing the correct grapheme to match the phoneme.



Blending for reading

1. oral blending - sounding out words
2. modelled blending - adult sounds and blends
3. supported blending - children sound and blend with teacher pointing
4. independent blending - child sounding out and blends, either aloud or silently

You s-t-o-pp-ed!

stopped



Blending for reading

Children will have to try *alternate* sounds more frequently.

Anna was eating a pear.

ear

ear
earth
bear



Segmenting for spelling

1. oral segmenting - says word once, then sounds it out whilst counting the sounds



2. modelled segmenting - adult says the word

- models counting the sounds

r ai n

- draws dashes to show the number of sounds

- fills in the graphemes to match the sounds

3. supported blending - children doing the above with adult support

4. independent blending - children doing this by themselves and applying it in their writing



Segmenting for spelling

Children will have to try alternate spellings more frequently.

What looks right? What rules are there?

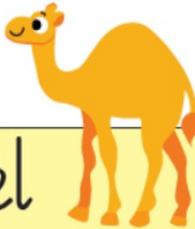
tunn__

ul

le  bottle

il  pencil

al  animal

el  camel



Year 2 Lesson

Some weeks, the children will learn about two different sounds.

YR

YI

YR

YI

/ou/

ow  owl

ou  cloud

/oi/

oi  coin

oy  toy

Bigger focus on choosing the correct grapheme to match the phoneme. Is there a rule?

'ou' is usually in the middle of a word, not the beginning or end?



Year 2 Lesson

Other weeks, the children learn about grammar rules.

- contractions e.g. do not becomes don't
- apostrophes for possession e.g. Maya's football club
- suffix rules e.g. run becoming run*ning*
- homophones and near homophones
e.g. there, their and they're or quite and quiet.



Y2 Lesson Structure

20 mins

5 times a week

Revisit and review - flash cards going over the sounds we've already learned

Teach sound/ spelling - discussion and big book

Practise and apply - as a class and then independently

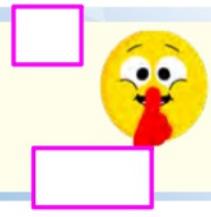
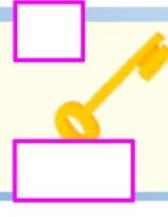
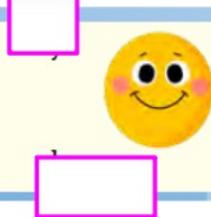
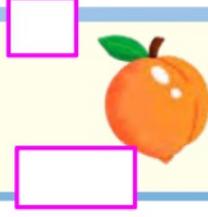
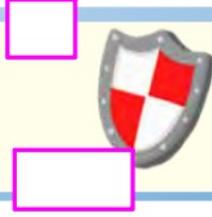
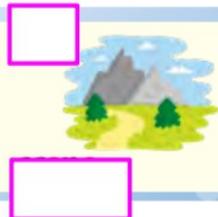
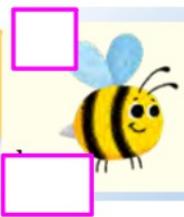


i

2

Do you remember all 7 ways to spell 'ee'?

/ee/



There are several ways to spell the sound 'igh'.

Today's focus flash cards are:

igh

i

Reading Planet: Rocket Phonics

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Flashcard 14

Reading Planet: Rocket Phonics

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Flashcard 15

YR

YI

Let's read these.

igh

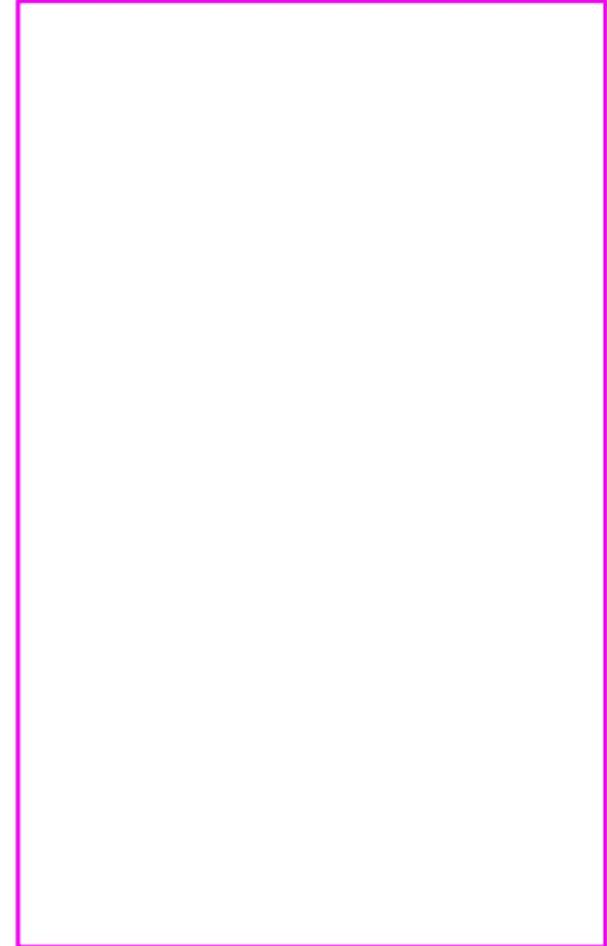
Reading Street School Phonics Copyright © 2020 by Pearson Education, Inc. Flashcard 14

sight

might

high

sigh

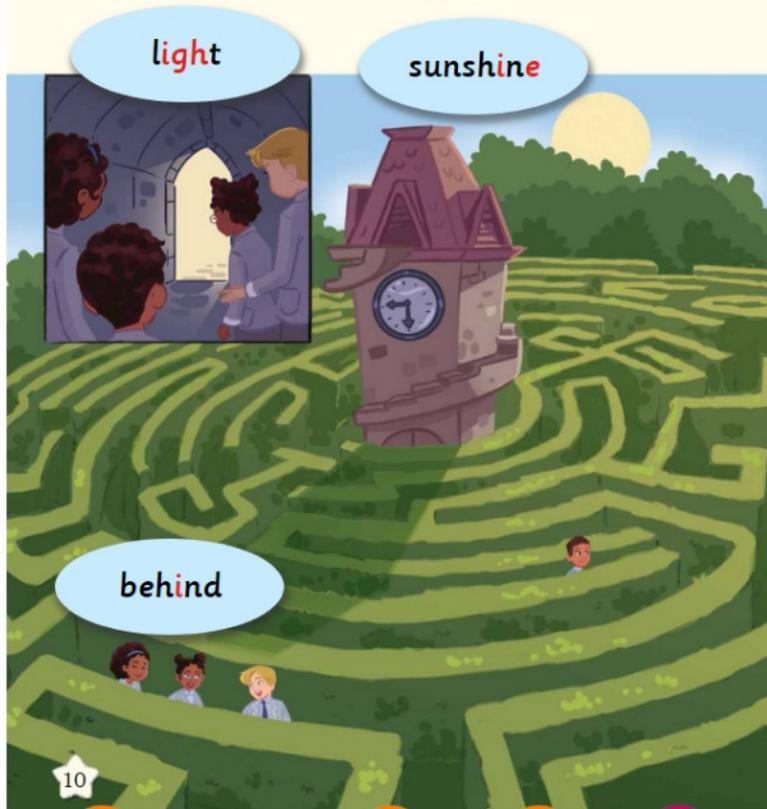


The passageway was dark, but the children could see a bright light at the end of it. They followed it all the way to the end, until they found themselves outdoors and surrounded by tall hedges.

"This reminds me of a maze," said Simon.

"This is a maze!" said Adrian.

For a while, it was great fun running around the maze. They didn't mind splitting up, getting lost, finding each other, and then getting lost again.



But when the children were ready to go back, they realised they were really lost in the maze.

"We've been here for a long time," sighed Jaya.

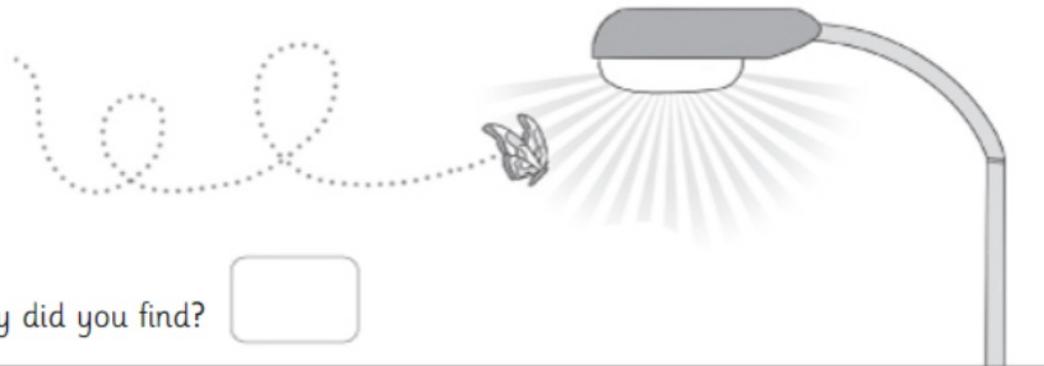
"There's a tower in the middle. If we can climb up it, we might be able to see our way out," suggested Mabel.



2. Grapheme search. Underline all the graphemes that are code for the **/igh/** sound.

• Simon was a child with an active mind. This made it hard for him to sleep at night. • If the slightest idea popped into his head, it would keep him awake. • Tonight, Simon was watching a moth in flight. It was outside, but Simon's blind wasn't shut. • He could see the moth through the window. • It flew in spirals up towards the streetlight. It was a beautiful sight.

• Simon sighed and thought, *Why are moths attracted to bright lights?*



How many did you find?

1. Count the sounds.
2. Draw the sound lines
3. Spell the words.



ch i l d

f l igh t

l igh t

Dictation (write a sentence)

The moth was flying towards the
streetlight.

Weekly Spellings



Linked to the week's phonics lessons.

Going over learning soon after it's taught will help the children retain recent learning.
This is why we do them.

You can practise on the sheet or however your child learns best. Encourage them to segment - counting the sounds first. We do the quizzes in a friendly, low-stakes manner.

This week the children have recapped 4 ways to spell the /igh/ sound that they have learnt in Reception and Year 1. They also learnt about spelling /igh/ as 'y'.

dry

reply

cry

find

kind

behind

crime

outside

pie

lie



Common Exception Words

Most aren't actually CEW words as they've learnt a majority of the sounds.

Autumn Term

Y1 Rocket Phonics Common Exception Words – Name

go	I	into	no	the	to
all	are	be	he	her	me
my	she	they	was	we	you
come	do	have	like	one	out
said	so	some	there	were	what
when	again	any	asked	because	called
could	eyes	friends	laughed	looked	many
Mr	Mrs	oh	once	people	please
their	thought	though	water	where	who

Additional Y1 National Curriculum Common Exception Words

a	today	of	says	is	his
has	your	by	here	love	school
put	push	pull	full	house	our

door	most	money	after	path
floor	only	every	fast	bath
poor	both	everybody	last	hour
find	old	even	past	move
kind	cold	great	father	prove
mind	gold	break	class	improve
behind	hold	steak	grass	sure
child	told	pretty	pass	sugar
children	should	beautiful	plant	eye
wild	would	who	clothes	Christmas
climb	busy	whole	half	parents
Monday	Tuesday	Wednesday	Thursday	Friday
Saturday	Sunday			

The words that are highlighted indicate the words that your child can spell from memory. Please practise the words that are **not highlighted** weekly at home. Your child will be tested on these words again at the end of the term to check progress. These words will appear regularly when reading and writing. It is important that your child learns to spell these words from memory.



Guided Reading

Daily guided reading sessions.

Monday	Reading with teacher	Pre-reading	Handwriting	Grammar	Questions
Tuesday	Questions	Reading with teacher	Pre-reading	Handwriting	Grammar
Wednesday	Grammar	Questions	Reading with teacher	Pre-reading	Handwriting
Thursday	Handwriting	Grammar	Questions	Reading with teacher	Pre-reading
Friday	Pre-reading	Handwriting	Grammar	Questions	Reading with teacher

Reading journals

- ✓ prediction
- ✓ expressive
- ✓ found information
- a e sound
e.g. make
- pause at full stops

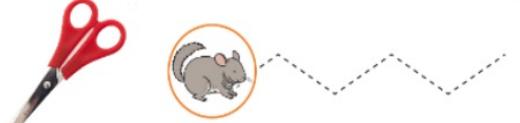


Guided Reading

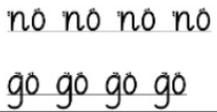
Fine Motor Table

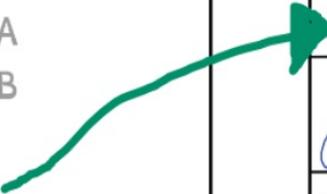
1. 10 seconds of each warm up. 

2. Roll 5 playdough balls. 

3. Cutting sheet. 

4. Draw on sheet. 

5. Practise handwriting on WBs. 

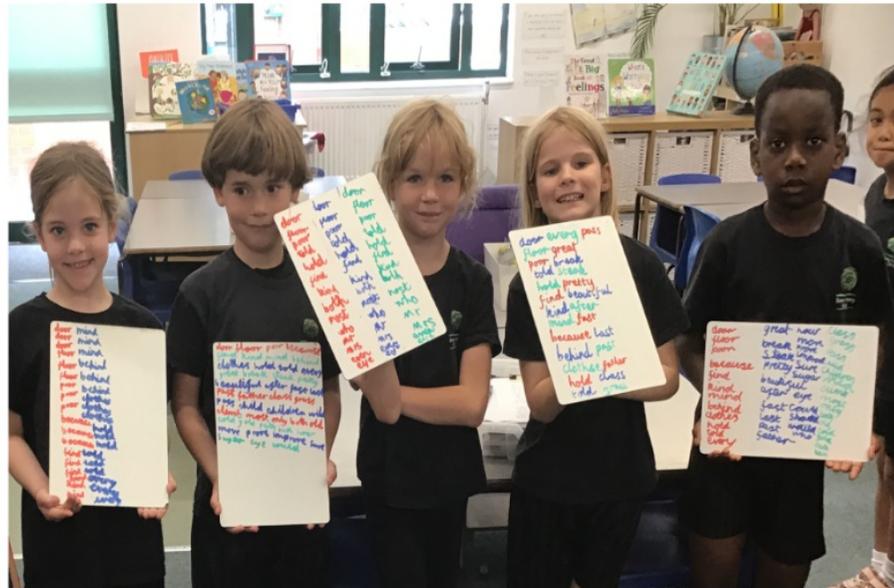


no no no go go
go go to to to
||| into into into



Guided Reading

door	most	money	after	path
floor	only	every	fast	bath
poor	both	everybody	last	hour
find	old	even	past	move
kind	cold	great	father	prove
mind	gold	break	class	improve
behind	hold	steak	grass	sure
child	told	pretty	pass	sugar
children	should	beautiful	plant	eye
wild	would	who	clothes	Christmas
climb	busy	whole	half	parents
Monday	Tuesday	Wednesday	Thursday	Friday
Saturday	Sunday			



Guided Reading

Grammar Activity Week 5

1. Add a suffix to these words to put them in the past tense.

paint____ want____ help____

2. Use 'and' or 'but' to complete these sentences.

I was hungry _____ it was not lunchtime yet.

I went to the park _____ I went to the zoo.

I love going to dance club _____ I hurt my foot and can't go.

3. Circle the verb in the sentence below.

I ran to the red bus.

4. Add in 2 missing full stops and a capital letter.

Tate loved making bread his was delicious

Common Exception Words Card 1

(Y1 RS)

go	I	into
all	are	be
my	she	they
come	do	have
said	so	some
when	again	any
could	eyes	friends
Mr	Mrs	oh
their	thought	though

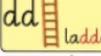
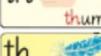
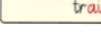
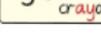


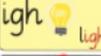
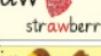
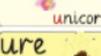
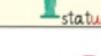
Reading in school

- reading in all lessons out loud as a class
- reading in table groups
- guided reading in groups of 6 weekly
- 1:1 reading in free flow (each child once a half term)
- Lama reads with 10 children 4 x a week identified as currently most needing additional practise
- parent readers, reading with additional children we feel would benefit from more reading



Y1 Phonics Charts for Spelling

s	s  sun	ss  dress	c  celery	se  house
t	t  tap	tt  kettle	ed  mixed	
d	d  dog	dd  ladder	ed  drilled	
k	c  cat	k  kite	ck  duck	
e	e  elephant	ea  bread		
f	f  frog	ff  cliff	ph  dolphin	
ul	le  bottle	al  animal	el  camel	
j	j  jug	g  giraffe	dge  bridge	
w	w  web	wh  wheel		
ch	ch  chick	tch  hatching		
ch+u	ture  picture			
sh	sh  sheep	ch  chef		
ng	ng  ring			
unvoiced th	th  thumb			
voiced th	th  feather			
ai	ai  train	ay  crayon	a-e  cake	

ee	ee  bee	e-e  scene	ie  shield	ea  peach	
	y  happy	ey  key			
igh	igh  light	i  child	i-e  time	ie  pie	y  spy
oa	oa  boat	o-e  rope	ow  snow	oe  toe	o  piano
short oo	oo  book	u  push			
long oo	oo  moon	u-e  flute	ue  blue	ew  screw	
ar	ar  car				
or	or  fork	au  astronaut	aw  strawberry		
ur	ur  purse	er  herbs	ir  bird		
ou	ow  owl	ou  cloud			
oi	oi  coin	oy  toy			
eer	ear  ear	eer  deer			
air	air  chair	ear  bear	are  square	ere  there	
y+oo	u  unicorn	u-e  cube	ue  statue	ew  news	
y+oor	ure  manure				
uh	er  hammer				

Y2 Phonics Charts for Spelling

s	s sun	ss dress	c celery	se house
a	a apple	scissors	st whistle	
t	t tap	tt kettle	ed mixed	
i	i insect	y pyramid		
p	p pan			
n	n net	nn kennel	kn knot	gn sign
m	m mouse	mm hammer	mb comb	
d	d dog	dd ladder	ed drilled	
g	g goat			
o	o octopus	wo watches	quo squash	
k	k cat	k kite	ck duck	ch school
e	e elephant	ea bread		
u	u umbrella			
r	r rabbit	r carrot	wr writing	
h	h hat			
b	b bat			
f	f frog	ff diff	ph dolphin	
l	l ladder	ll shell		
ul	le bottle	il pencil	al animal	el camel
j	j jug	g giraffe	dge bridge	ge package
w	w web	wh wheel		
k+s	x fox			
y	y yellow			

z	z zebra	zz fizzy							
k+w	qu queen								
ch	ch chick	tch hatching							
ch+u	ture picture								
sh	sh sheep	ch chef	ti station						
ng	ng ring								
ai	ai train	ay crayon	a-e cake	a acorns	ea break	ey grey			
ee	ee bee	e-e scene	ie shield	ea peach	y happy	ey key	e secret		
igh	igh light	i child	i-e time	ie pie	y spy				
oa	oa boat	o-e rope	ow snow	oe toe	o piano				
short oo	oo book	u push							
long oo	oo moon	u-e flute	ue blue	ew screw					
ar	ar car	a father							
or	or fork	au astronaut	aw strawberry	al ball	our four				
ur	ur snore	war wardrobe	quar quarter	oor door					
ur	ur purse	er herbs	ir bird	ear earth	or world				
ou	ow owl	ou cloud							
oi	oi coin	oy toy							
eer	ear ear	eer deer	ere here						
air	air chair	ear bear	are square	ere there					
y+oo	u unicorn	u-e cube	ue statue	ew news					
y+oor	ure manure								
uh	er hammer	o mother							
zh	s treasure	sl television							

unvoiced th	th thumb	
voiced th	th feather	
v	v van	ve glove

School Books

Which books should my child come home with?

All children in Year 2 choose their own books and should know the colour level they are on.

They should all bring home - 1 fiction book
- 1 non-fiction book

The children are given time to change these books each day, if they want to.



School Books

If your child is on orange books or below, they also have 1 Rocket Phonics book a week.



Please make this book the priority and ensure it's read at least twice all the way through.

Flash cards

u

umbrella
unicorn
push

I can blend sheets.

polite	sly	mile
try	prize	pint
child	behind	replied
dried	smile	why
ride	spied	spy
remind	blind	invite



Moving Up a Level

Sounds taught

pink	}	YR
red		
yellow		
blue		
blue	}	Y1
green		
orange		
turquoise	}	Y2
purple		
gold		
white		
lime		
free		

We want to encourage children to be proud of their improvement, not their colour band. Please don't make this a big focus at home.

"You recognise and blend all the of sounds in the yellow band. You must have practised lots! Well done. Now, you're going focus on the blue sounds. This will be harder at first but that's okay."



Moving Up a Level

Children should be reading books independently that they can comfortably decode and comprehend them. This gives them confidence and achievement, and hopefully this leads to a love of reading.

To move up we check that on a **rocket phonics decodable book**, that they:

- can read comfortably and fluently with an accuracy of about 95% +.
- can understand what they have read - e.g. they can answer comprehension questions and summarise the story
- can sound out unknown words and blend them as a primary strategy to decode
- are not just guessing lots of words nor sounding out words and not blending them accurately

If they are doing all this on the colour level they are on, we try them on the **next colour level up** to see if they can

- read with 90-95% accuracy
- read with some fluency
- understand most of what they have read



How can you
help at home?



Reading Frequently

This is the single most important thing you can do.

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.¹⁶

The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.



Routine

Cosy and enjoyable

Short and interactive

Reward for effort

How and When?!

Special one-on-one time

Little and often

AM or PM

Share your love of reading

Decodable Books



Use the inside of the book to help.



Reading Planet Notes

In this book

Your child will practise these key sounds:

a-e/ey (as in *name/grey*)

ea/y (as in *eat/silly*)

ie/i-e/y (as in *replied/fire/try*)

o-e/o (as in *smoke/gold*)

Your child may need help with these words:

were what
one there
said out
have

Ready-to-read activity

Ask your child to read the title of the book (*Town Under Attack*) in a range of voices, such as spooky, frightened, or angry. Encourage them to notice how they change pitch and intonation.

Before reading

Before you begin, look at the front cover and blurb together. Ask your child:

What do you think the creature on the cover is?

What do you think the problem in the story will be?

While reading

★ After reading page 7, ask your child what they think has happened in the story and discuss how Poppy could save the town from the dragon.

★ After reading page 9, ask your child to predict what they think will happen next.

★ Build your child's confidence by noticing when they've done well and telling them. You could say: *You realised that word wasn't right and you tried again – Well done!*

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. →

AFTER READING

Try these activities with your child:

- ★ Imagine you are Poppy and you are going to see the dragon. Act out the story and use your body to show that you are brave.
- ★ Write a letter to the King to tell him that you have made a deal with the dragon.
- ★ Draw a picture of Marlow the dragon flying over the town. Think about how big his wings would be and how long his tail would be.

Reading tip

After reading stories to or with your child, encourage them to talk about how they feel about the characters and why. This will help to develop their understanding of the story.

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Reading at home

- Do not rush your child or correct them straight away. It may take a while to decode but they need this time.
- If they've had to sound out a lot of new words, get them to repeat the sentence.
- **Re-read for fluency and expression. Books can be read several times**
- Take it in turns so you can model this.
- Discuss the vocabulary.
- Ask them questions about the book to check comprehension.
- Get them to ask you questions as well!
- Praise for effort (not only accuracy) or remembering alternate pronunciations



Reading focus - decoding

I can blend sheets

polite	sly	mile
try	prize	pint
child	behind	replied
dried	smile	why
ride	spied	spy
remind	blind	invite

stairs

chair

flashcards

u

umbrella
unicorn
push



Reading focus - decoding

ar



oi

Yellow
ar – smart, garden
or – thorn, sort
ur – fur, turn
ow – how, crowd
oi – point, coin
ear – fear, beard
air – hair, chair
ure – pure, secure
er – dinner, longer

ure

air

ow

ear



Reading focus – decoding

Silly sound games:

- **Sound splat** – use a fly swatter/wooden spoon/hand to find the correct sound card as an adult says each sound
- **Sound jump** – jump onto the correct sound card as an adult says each sound
- **Run to the sound** – put the sound cards up around the room and run to the correct card as an adult says each sound
- **Silly voices** – say each sound in a silly voice, e.g. Gruffalo, happy, grumpy, opera etc. (be careful not to mispronounce the sound!)
- **Make the sound** – be as creative as you can to 'make' the sounds in different ways, e.g. pasta, Lego, ribbon, play dough etc. Say the sound over and over as you do it!
- **Finger writing** – use your finger to write the sound in different textures, e.g. sugar, rice, water, bubbles, sand, glitter, slime etc. Say the sound over and over as you do it!
- **Sound detective** – look through reading books/any writing to find your sound(s), sounding out the words when you find them (look out for sounds that have the same appearance but sound different e.g. /ie/ shield vs. pie)



Reading focus

As books get more challenging, questioning will be harder.

Look at notes from your child's teacher in their reading journal.

Retrieval questions

vocabulary (understand question and text)

scanning to find key words

reading carefully to ensure they answer accurately



Reading focus

Bread

A farmer plants seeds in spring. By summer, they have grown into tall, waving wheat with fat, ripe grains at the tip of every stalk.

The farmer cuts the wheat with a giant machine called a combine harvester. Then the farmer sends the grains to a flour mill.

The miller grinds the grains of wheat into flour and then trucks take the flour to a bakery.



12 What takes the flour to the bakery?

Tick **one**.

The...

farmer

miller

trucks

combine harvester

10 What do the seeds grow into?



1 mark

Retrieval questions

vocabulary (understand question and text)

scanning to find key words

reading carefully to ensure they answer accurately



Reading focus



Inference questions –
be a detective. The
answer isn't written in
the text but you can
find clues!

"Jasmine! You have got paint all over your hair,"
she shouted.

But then she saw the painting. Her face changed.

"Whatever made you think of doing that?" she
said. "It is FANTASTIC and I love the sparkling
fireworks at the top!"

JJ grinned. "It was Jasmine's idea to add some
extra colour," he said. We all laughed.



9 When Mum came home, where did she first see the paint?



1 mark

10 How did Mum feel when she first saw Jasmine?



1 mark

P8 of the reading journal has example questions.



Reading focus

Summarise - after you child has read you a few pages, ask them to tell you the key events that have happened.

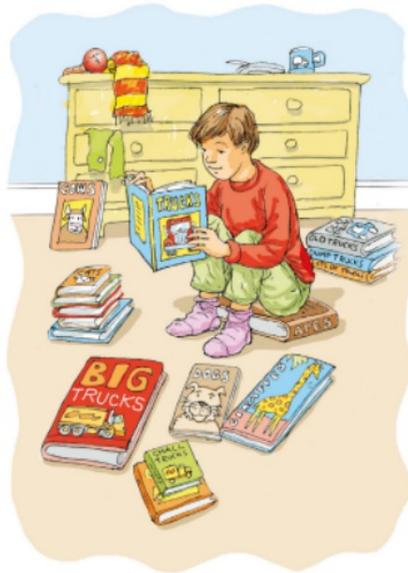
Prediction - can they make a plausible guess of what will happen next, based on what they've read so far

Link to other books they've read - can they find similarities, such as both have a wicked witch in them or both have a child feeling left out



SATs Questions

But Bryn hadn't finished. He started to sort out his books and put all the ones about animals together and all the ones about trucks together. He wondered if Clare would like different kinds of books, as she was a girl, but he couldn't imagine anyone not liking animals and trucks. After all, his mother was always driving big tractors on the farm.



3 Which **two** topics did Bryn sort his books into?

1. _____

2. _____

4 Who drives the tractor on the farm?

Tick **one**.

Bryn

Bryn's dad

Clare

Bryn's mum



1 mark

SATs Questions

What Liam likes about his job

For Liam, the very best part of being a park keeper is being outside. Liam likes being outside and being active. He would feel very restless if he had to sit at a desk all day. Gardening keeps him fit, too.

Liam likes planting things and watching them grow. Every day, he sees how the park's visitors enjoy the gardens, and this gives him a real sense of achievement. He also likes being able to enjoy the park quietly in his spare time.

Liam enjoys time with the other park keepers. They do many jobs as a team, and Liam likes being able to talk to the others while he works.



Liam works with the other park keepers.

What Liam doesn't like about his job

The weather can make Liam's job much harder. There's snow and ice in winter, and it rains most of the year round. Liam likes his job least in the middle of summer, when it can be almost too hot to do anything.

Another problem is that it can be dirty work. It's easy to get cuts and scratches from the roses and other plants, and there are itchy insect bites to worry about in the summer.



It can be dirty work.

(page 7)

7 Look at page 7.

Being a park keeper is a good job for Liam. Why?

1 mark

(page 7)

8 Look at page 7.

What makes Liam feel proud and gives him a real sense of achievement?

Tick **one**.

keeping fit and active

watching the shrubs and plants grow

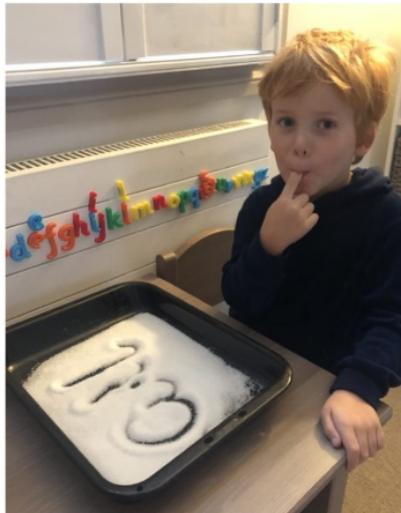
working as a team with the other park keepers

watching visitors enjoy the gardens

1 mark

Common Exception Words

At Home



How you can help at home with spelling

Children need to regularly practise the common exception words in order to increase the number of words that they can spell from memory. Please find below a list of suggestions on how to do this at home.



- Writing the spellings in a glitter tray.
- Writing in sand/salt/flour/shaving foam.
- Using a paint brush and water bucket to write on the pavement.
- Using bath crayons at bath time.
- Making words using magnetic letters on the fridge
- Writing words on a small whiteboard in the car on long journeys
- Making words using objects such as Lego, cubes, crayons, cereal etc.
- Chopping words into parts or letters and putting them back together again.
- Word hangman using spellings from the table above.
- Missing letters out of the words and getting the children to fill them in.
- Using flashcards or letter cards to make the spelling word.
- Tracing spellings in different colours (rainbow writing).
- Tracing letter in the air.
- Joining the dots to make spelling words.
- Typing the spellings onto a Word document.
- Visit the [Puzzlemaker](#) website and add your weekly words into a word search for children to find the words in.



If your child has a strong understanding of all of these spellings, they can learn how to spell the high frequency words. This will really help them in their writing. You will find these in your child's reading journal.



Phonics workshop

- reading frequently is the number one thing you can do to help your child academically
- promote a love of reading
- ask questions or get them to ask you questions
- praise for effort (a lot!)
- phonics information is on the website
- spelling is very challenging for them but sounding it out is the best bet!
- thank you for all your support