

READING, INCLUDING PHONICS

YEAR 2 CURRICULUM MEETING



READING BOOKS

- Reading books will be changed on a Tuesday and a Friday
- Children will take 2 books from the band they are working on
- Book bands will be assessed continually and reviewed after a I-I read every half term

READING CONTINUED...

- To be reading at the expected standard by the end of year 2 children should be reading gold books and show that they are able to have an in-depth discussion about the text
- The book marks which will be shared electronically directly relate to these comprehension skills (VIPERS) and are used in class reading sessions too.
- Reading rewards – if children have read at home or with another adult 3 times they can complete their reading challenge card. Once the reading challenge card is completed they will receive 5 stickers for their individual sticker charts.

READING CHALLENGE

Name: _____

We are really keen to encourage reading in Year 2. Please could you encourage your child to read at home regularly. Your child should have 2 books in their book bag. The aim is to read each book 3 times: First read, your child may have to sound out some words; second read, to work on understanding and third read to work on fluency. Please initial their card.

Book title	Aim to read 3 times	Initials
	1 2 3	
	1 2 3	
	1 2 3	
	1 2 3	
	1 2 3	
	1 2 3	
	1 2 3	
	1 2 3	
	1 2 3	

Book title

Aim to read 3 times

Initial

1 2 3

1 2 3

1 2 3

GREEN reading targets

- read different sorts of books – fiction and non-fiction
- read at good speed using punctuation and expression
- retell a story and be able to talk about the title, main events and the characters
- use the contents page and glossary in non-fiction
- talk about new words and what they mean
- ✓ say, 'Does it make sense, sound right and look right?'
- ✓ ask how the characters felt or why things happened
- ✓ show how reading at a good pace makes it interesting
- ✓ check they understand the ideas in non-fiction books
- ✗ telling them they should 'know a word' only helps if they have learnt it or solved it before

ORANGE reading targets

- read longer books/stories with fewer pictures
- check that what is being read makes sense, sounds right and looks right without adult help
- notice punctuation and how the book is set out
- break longer words into chunks i.e. yes/ter/day
- know that they need to 'read between the lines' and use clues to understand the story
- ✓ find and talk about information from non-fiction books
- ✓ talk about unusual words and their meaning - glacier
- ✓ ask what sort of book it is – fiction, non-fiction, poetry
- ✓ look for words within words i.e. playground
- ✗ sounding out all the letters in long words does not help

PURPLE reading targets

- guess what a book might be about before reading and ask questions when reading
- notice familiar phrases in different books - Once upon a time, One day, Long ago
- read quietly or silently and at a good speed noticing and correcting errors
- work out unknown words quickly
- notice books can be set in different times and places
- ✓ ask, 'Why did the writer use this word?'
- ✓ talk about how the writer wanted you to feel
- ✗ be careful – they may sometimes read unfamiliar words but may not know their meaning

GOLD reading targets

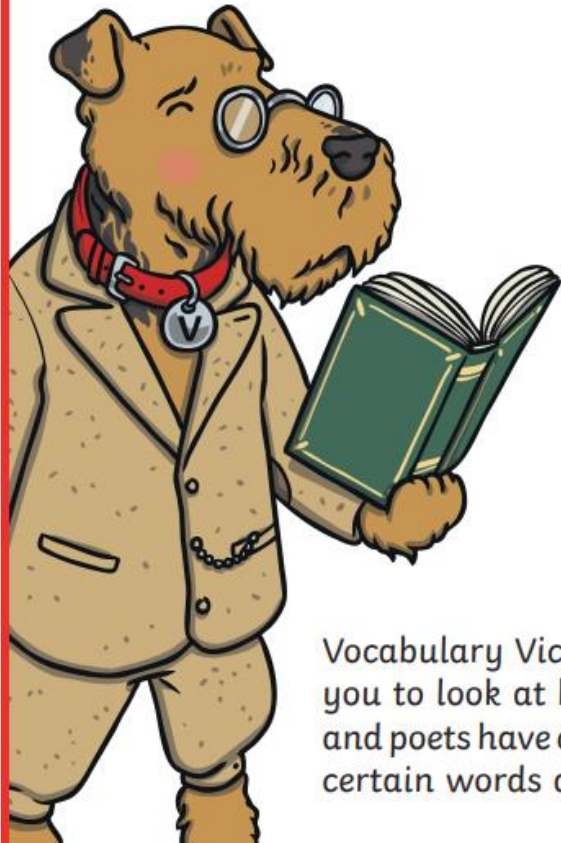
- know what a book is about, from looking at the title, sub-headings and layout
- independently find information in non-fiction books
- read silently or quietly at a fast speed using punctuation to support understanding
- be able to solve new or unfamiliar words fast
- talk about what has been read, taking turns and listening to others
- ✓ ask, 'What have you learnt from the book?'
- ✓ say, 'Find the part of the story where...'
- ✗ reading all the words correctly but not listening to what is being read is unhelpful



READING IN SCHOOL

- Daily whole class reading
- Supporting all children to read and comprehend high quality texts
- Starting with new vocabulary
- VIPERS focus – shared on website
- Building up to written questions
- Children read aloud, as a class and in pairs – teachers listen in each session
- In depth 1-1 reading assessment to review book bands once per half term

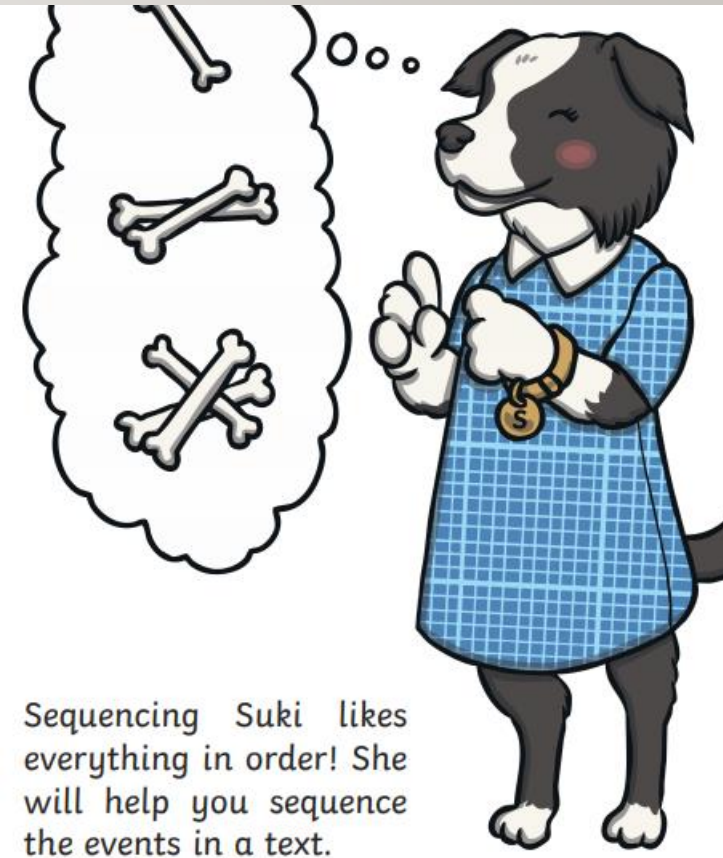
VIPERS



Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



Rex Retriever will help you to go into a text and retrieve the facts.



Sequencing Suki likes everything in order! She will help you sequence the events in a text.

VIPERS



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

Predicting Pip tries to see the future and she will help you work out what might happen next.



+ Eddie Explain!

PHONICS

- Children will be taught in groups depending on the phonics phase they are currently working at. Some children will also be accessing small group interventions for phonics.
- We will continue to use 'THRASS'
- There is a dedicated phonics page on our website with more information about the progression of phonics teaching through key stage 1 | <https://www.heyman.notts.sch.uk/page/?title=Phonics&pid=100>
- In Year 2 our focus is improving accuracy of spelling

Reminder:

- Phoneme – smallest unit of sound in a word
- Grapheme – one letter making one phoneme (b,t,s)
- Digraph – two letters making one phoneme (sh, ee, tt)
- Trigraph – three letters making one phoneme (igh, air)
- Quadgraph – four letters making one phoneme (ough)
- GCA (Grapheme Catch All) – alternative spelling choice not listed on the THRASS chart. (Salmon)

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
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

               																										
b	bb	c	k	ck	ch	q	ch	tch	d	dd	f	ff	ph	g	gg											

              																										
h	j	g	ge	dge	l	ll	m	mm	mb	n	nn	kn	ng	n												

               																										
p	pp	r	rr	wr	s	ss	se	c	ce	s	sh	ti	ch	t	tt											

            																										
th	th	v	ve	w	wh	u	y	z	zz	ze	s	se														

ENGLISH SPELLING CHART

               																										
a	a	a-e	ai	ay	air	are	ar	a	e	ea	e	ea	ee	ey	y											

              																										
ear	eer	er	ar	or	ure	a	e	i	o	u	er	ir	or	ur												

              																										
l	e	i	ie	igh	y	o	a	o	oa	o-e	ow	oi	oy													

              																										
oo	u	oo	ew	ue	oor	or	a	au	aw	oor	ow	ou	u	o												

FIRST 100 SIGHT WORDS

- There has been a lot of research which has found that children knowing their first 100 sight words has a big, immediate impact on their reading
- We include these in our phonics lessons every day
- There is a list of these 100 words on our website if you would like to have a look – please don't test your child with all 100 words!