



Birley Primary Academy
A L.E.A.D. Academy

Reading in Year 2

Parents Information Presentation



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



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Welcome

Session aims:

What does phonics look like in Year 2?

What does reading look like in Year 2?

How is reading taught at Birley Primary Academy?

How you can help your child learn to read at home.





Phonics

Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.

We use this approach in Nursery, Reception and Year 1.

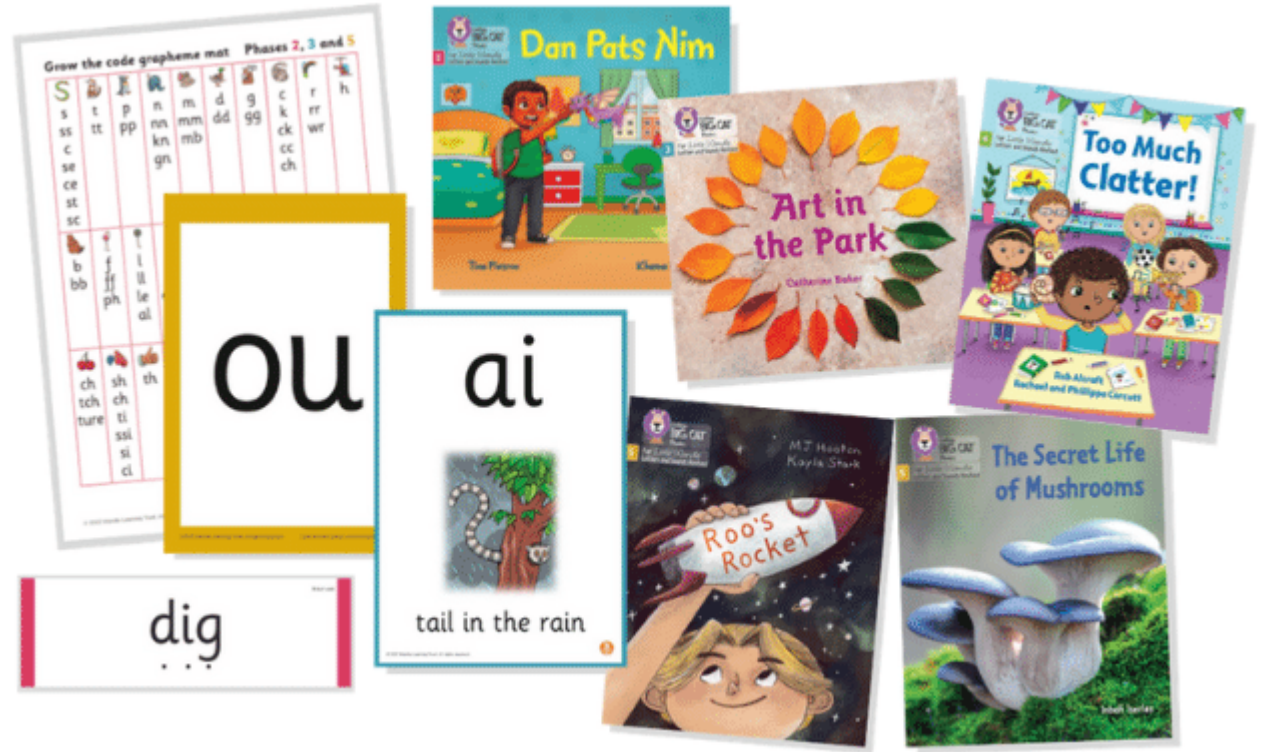




Phonics

At the end of Year 1 all children complete the Phonics Screening Check. Those children that do not pass the screening are reassessed in Year 2.

These children continue phonics sessions, as well as other children who are identified as needing support with phonics.





Phonics

Little Wandle Letters and Sounds Revised



Little Wandle Rapid Catch-up Programme is used to support pupils not currently reading at age-related expectations in Year 2 and above. The programme has a fast pace, so the children can access the curriculum and enjoy reading as soon as possible.





Phonics Terminology

Grapheme – A letter or group of letters used to represent a particular phoneme when writing.

Phoneme – The smallest unit of sound that can be identified in words. We sometimes simply call this a ‘sound’.

GPC – grapheme–phoneme correspondence, the sound–letter relationship between each element of the alphabetic code.

Tricky words and Prickly words - High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point. Not all high-frequency words are ‘tricky words’.





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Phonics Lessons

For the majority of children, in Autumn 1, Year 2 begins with a recap of Phase 5 Phonics. This finishes the phonics programme.

Children who are ready then start spelling lessons. Spelling lessons are taught in a similar way to phonics, focusing on the spelling rules in the National Curriculum. These are 20 minute sessions taught daily.

https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf



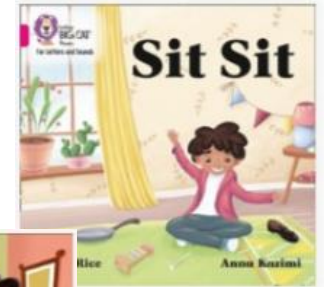
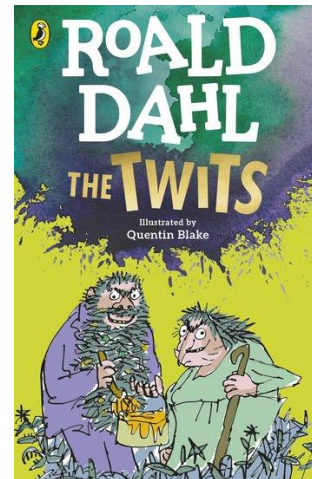
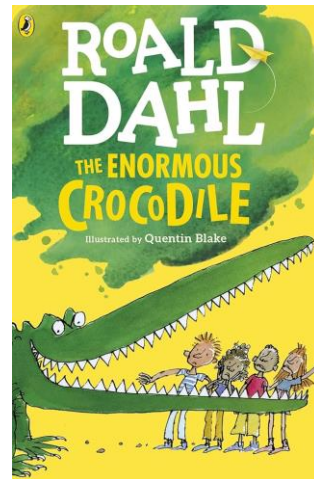
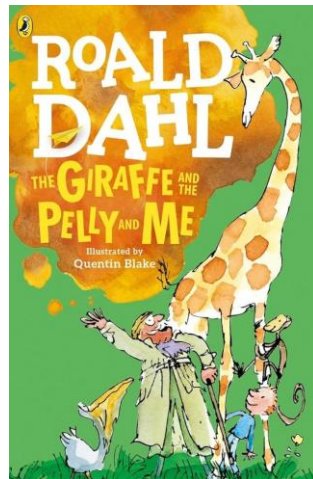


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Reading Lessons

In school, the children will have reading lessons 5 times a week. These lessons focus on comprehension skills.

Children still on the Little Wandle phonics programme receive an additional 3 reading lessons a week.





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Reading VIPERS

This is a mnemonic we use at school to cover the key comprehension skills that we teach as part of the National Curriculum.

We introduce the VIPERS in Year 2, which continues through school.

V - Vocabulary

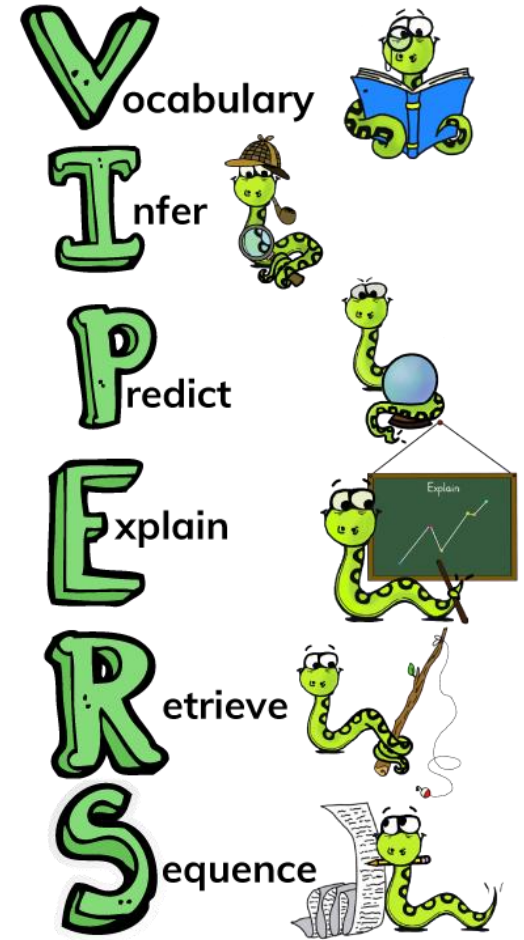
I - Infer

P - Predict

E - Explain

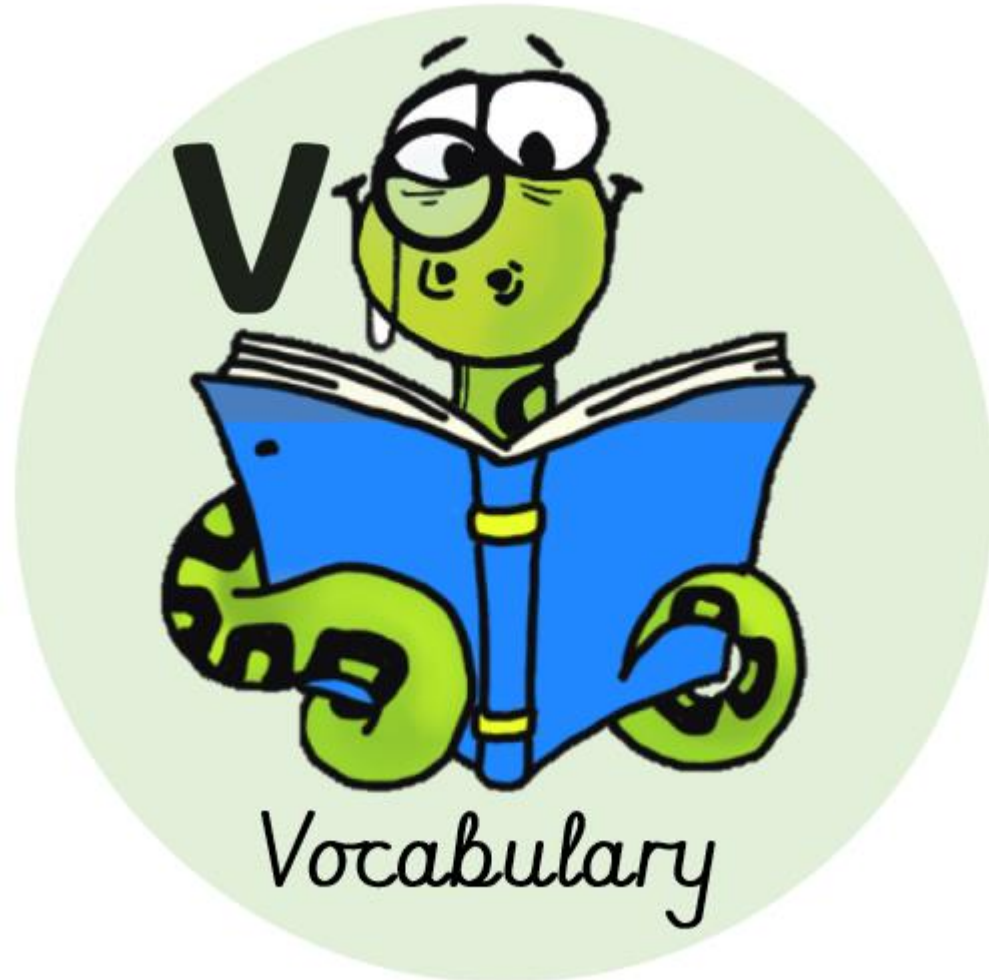
R - Retrieve

S - Sequence (Year 2) or Summarise (Year 3-6)





Reading Vipers



Find and explain meaning of words in context

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



Reading Vipers

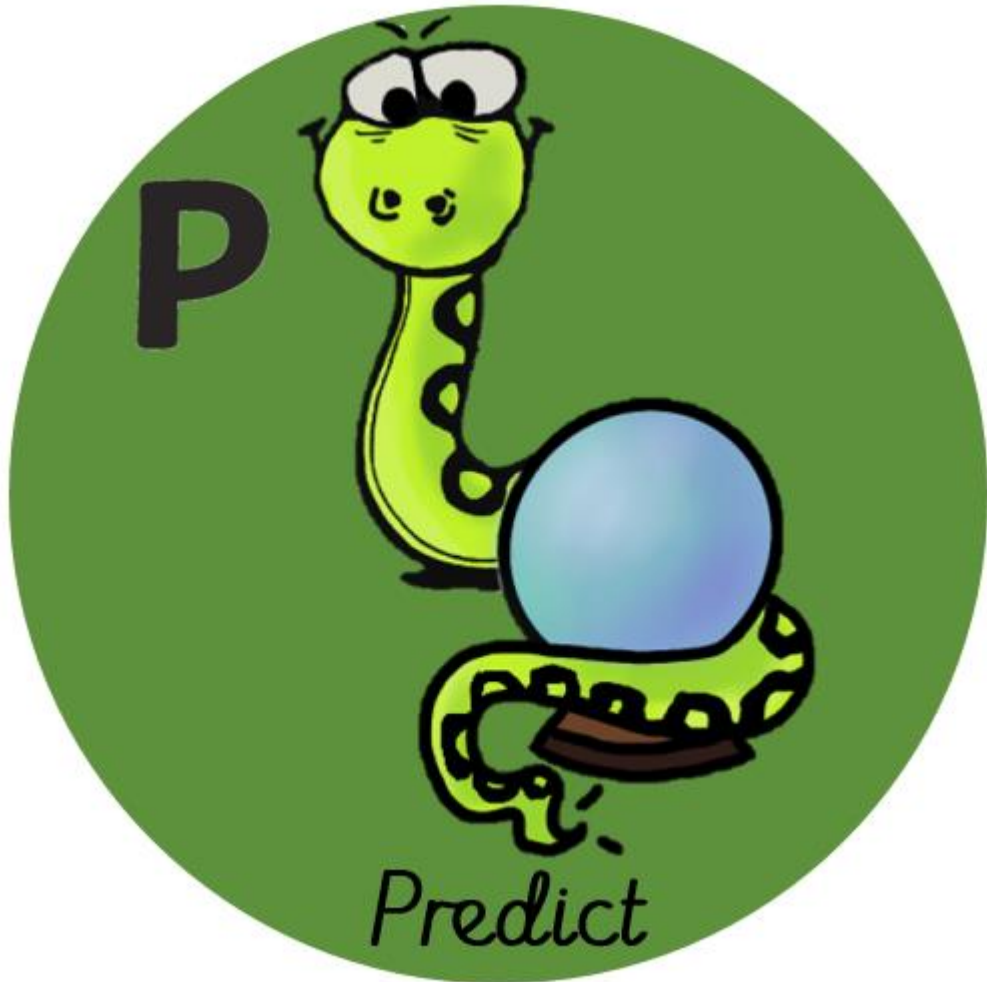


Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of show...
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



Reading Vipers

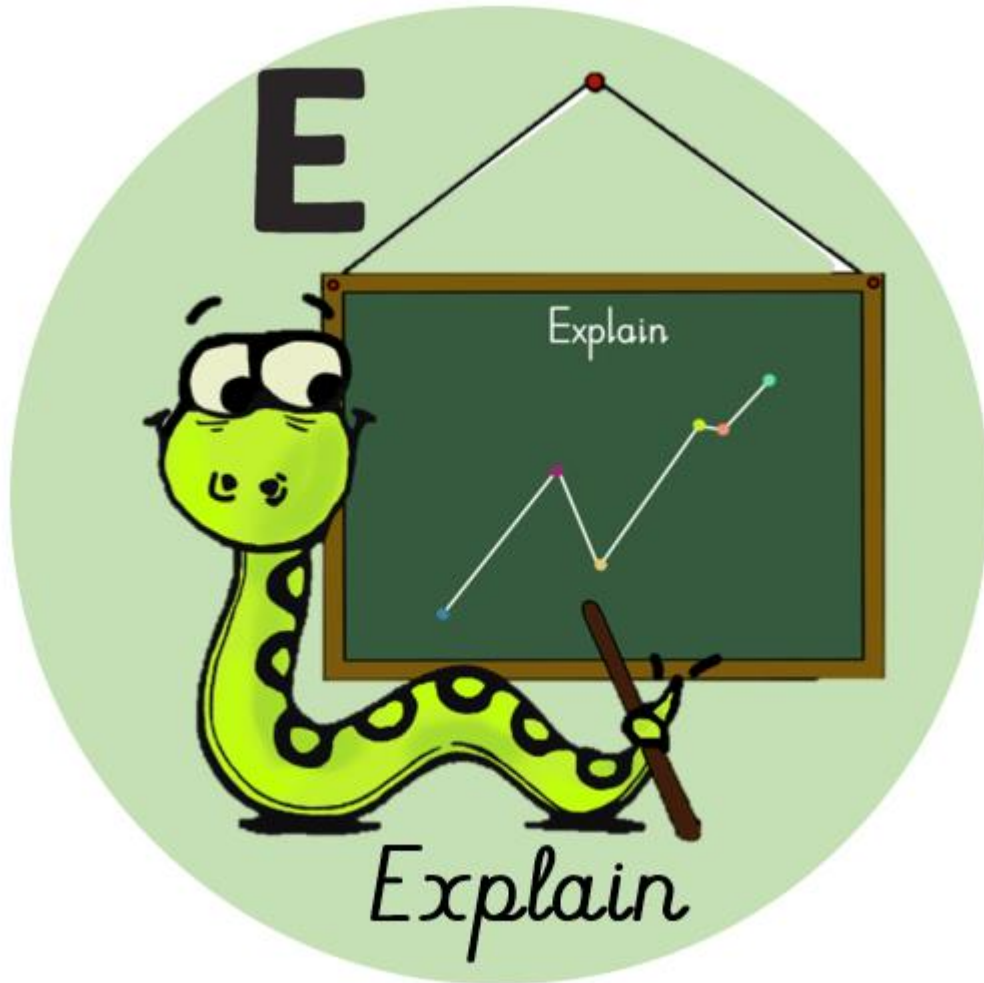


Predict what might happen from the details given and implied

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this?
- What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Explain your answer using evidence from the text.



Reading Vipers



- > **Explain how content is related and contributes to the meaning**
- > **Explain how meaning is enhanced through choice of language.**
- > **Explain the themes and patterns that develop across the text.**
- > **Explain how information contributes to the overall experience.**

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Reading Vipers

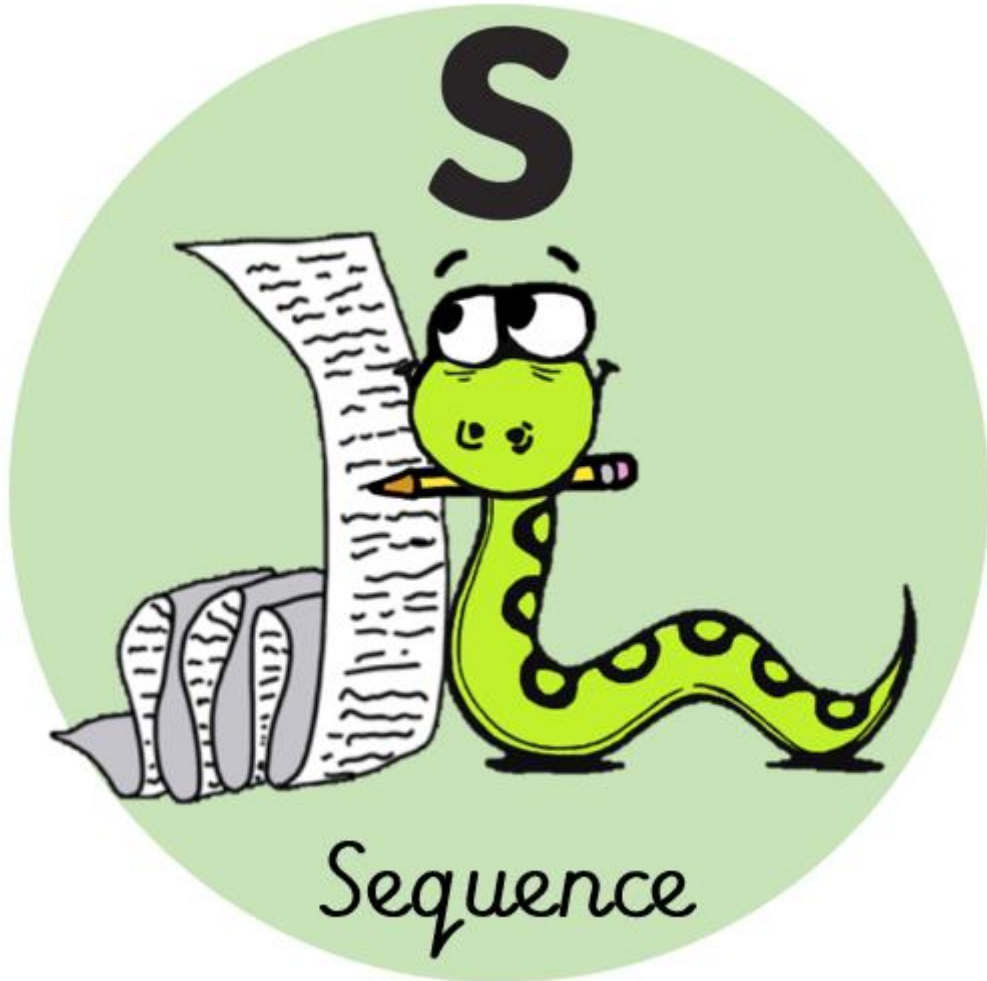


Retrieve and record information and identify key details.

- How would you describe this story/text?
What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



Reading Vipers



Sequence the key events in the text

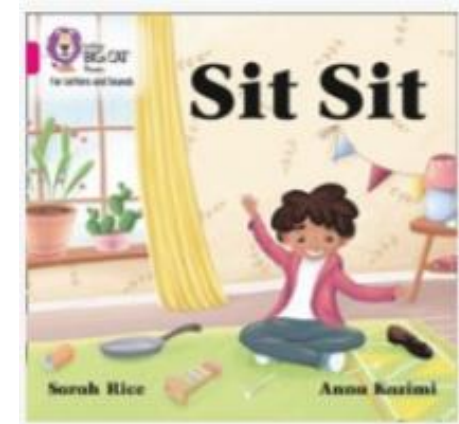
- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Reading a book at the right level

For children still learning phonics, they will receive a matched reading e-book.

This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read many of the words by silent blending (in their head) – their reading will be automatic
- only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





Reading Records

When children finish the phonics scheme, they are assessed and given a book band.

Assessments are based on fluency, retelling and comprehension questions. They will choose a book from this band to bring home to read. Books are no longer linked to phonics knowledge.

They are reassessed every half term. To be working at the expected standard for a Year 2 child, children should be reading a band 10 at the end of the year.

Band	Colour
11	Lime
10	White
9	Gold
8	Purple
7	Turquoise
6	Orange





Helping at Home

- As well as being set a phonics e-book or given a banded book, your child will be bringing home a reading for pleasure book. This is a book to share together– research shows that children who read for 20 minutes extra per day acquire 2 million more words per year.
- Reading as often as possible will lead to more fluency in reading.
- Promote a love of reading both with the decodable book and the reading for pleasure book. Read to your child, ask questions, clarify the meaning of words, role play characters, discuss the pictures, predict what might happen next. Make reading a fun experience!



Rewarding Reading



Home school diaries

- Reading at home needs to be recorded in your child's home-school diary.

Book tokens

- When your child reads 5 times they will earn a book token. In reading assembly a winning token will be chosen at random and the winner can choose a special, new book to take home to keep.

Birthday bookworms

- Reading is celebrated at school for birthdays. Instead of bringing in sweet treats, children can bring in a book for the class that can be read and added to their classroom library.

Reading Baskets

- Reading Baskets are given out to every week in reading assembly to promote reading for pleasure.

