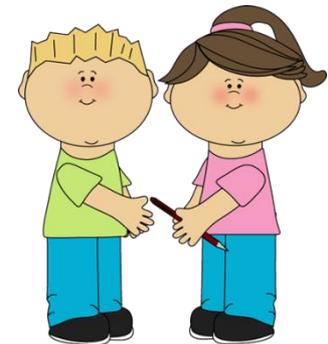


Welcome to Year 2!



Meet the teacher(s)

In Year 2 this year you will have Mrs Clarke (Monday-Tuesday) and Mrs Denton (Wednesday-Friday) Mrs Wilson will be supporting us throughout the week.



How is Y2 different to Y1

Increased independence

Slightly more formal learning – but actually hopefully this year we will be able to make it more “KS” appropriate due to the relaxation of Covid-19 regulations

SATS – low stakes – the only time we will mention this is to you, not the children

Reading and Phonics

Phonics is taught daily – 9:00 until 9:30 so it is really important to get your child into school on time.

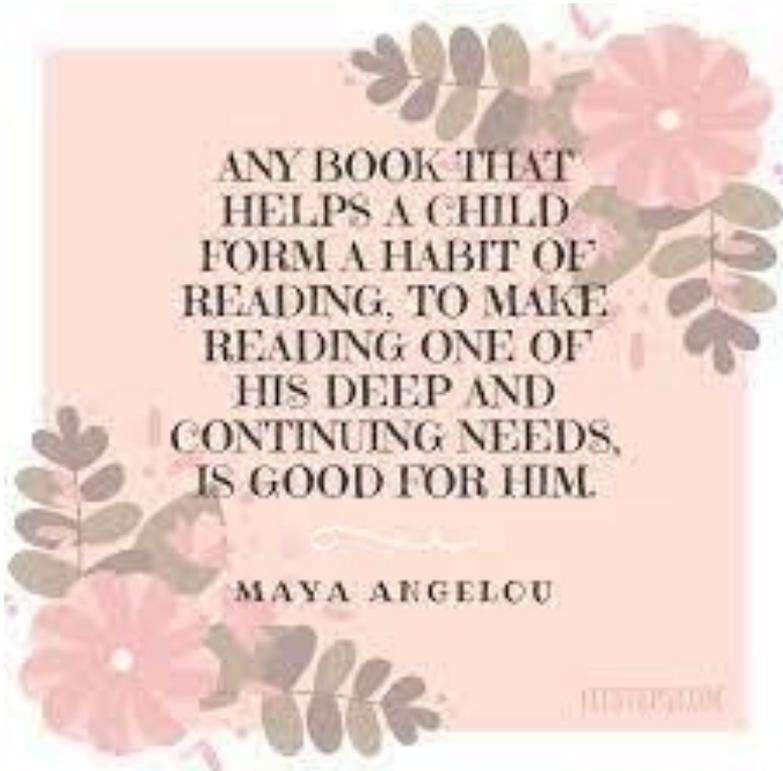
Reading is woven into the school day and there are lots of opportunities for this

Reading At Home Activities

There are two main objectives in the teaching of reading:
reading for pleasure (RfP) and ***reading for meaning*** (RfM).

Reading For Pleasure (RfP)

Good readers read a lot.



ANY BOOK THAT
HELPS A CHILD
FORM A HABIT OF
READING, TO MAKE
READING ONE OF
HIS DEEP AND
CONTINUING NEEDS,
IS GOOD FOR HIM.

MAYA ANGELOU

ILLUSTRATION

Reading For Pleasure (RfP)

As the name suggests, this is all about creating a love of reading in the children and is so important. Therefore, children should be allowed to read what interests them and adults should model the pure enjoyment and excitement a book should bring. Reading can involve websites, subtitles on the TV, comics and magazines, as well as books.

It is never a problem if children want to read their own books (regardless of 'level') at home and I would actively encourage them to read what they want to.

Reading For Meaning (RfM)

Colour-banded books

On the other hand, *reading for meaning* is a different objective of reading. It can be broken down into different skills, such as decoding, fluency, stamina and comprehension.

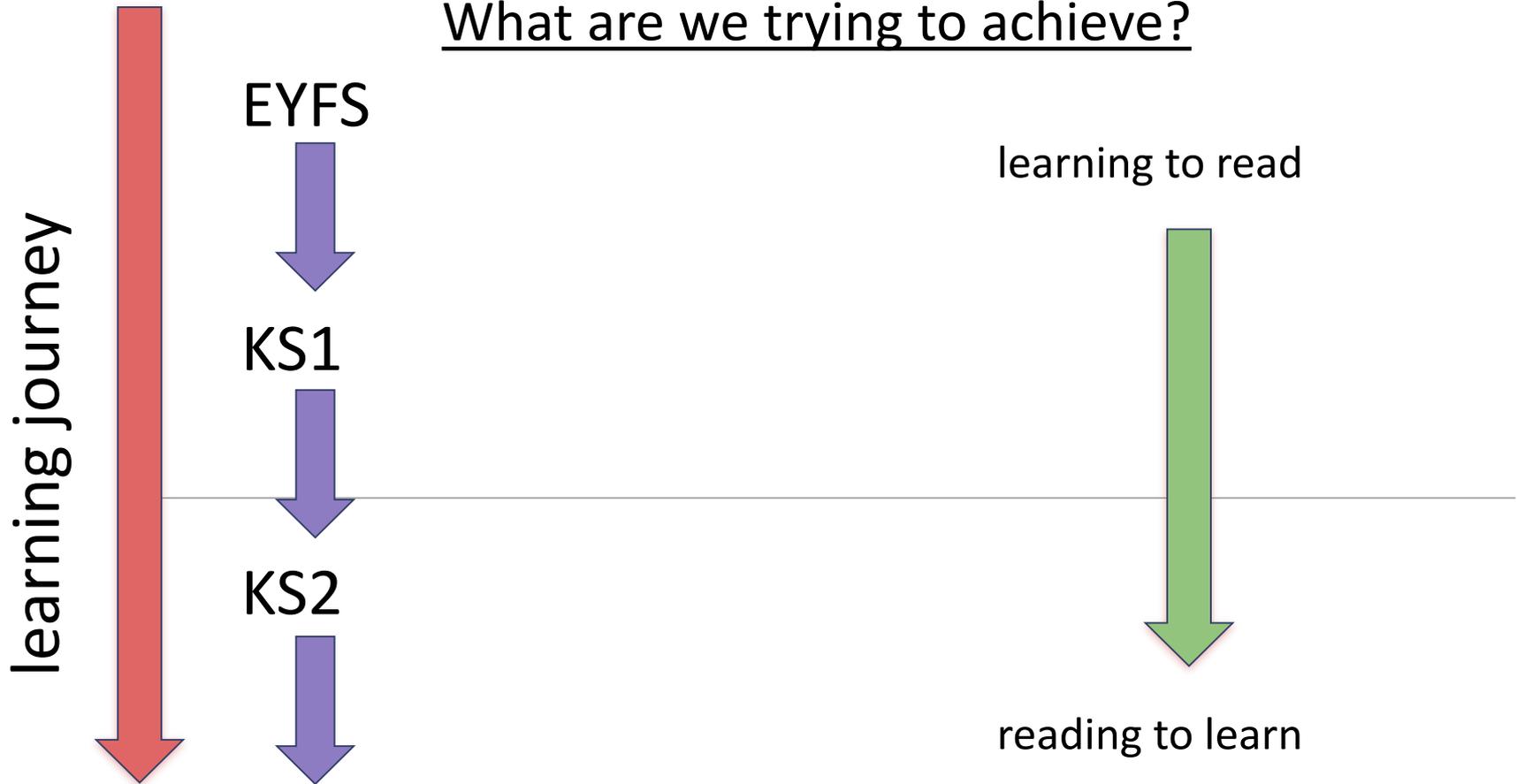
This is what the 'colour banded' books aim to focus on.

In early reading, the focus is very much on the decoding aspect of reading – being able to read the words. However, as children begin to master this 'code', the focus shifts to teaching children strategies to understand WHAT they are reading.

This is a vital life skill and opens up learning to children.

Reading For Meaning (RfM)

What are we trying to achieve?



Learning to read

Phonics books

The following slides aim to explain a little more about how reading is taught in school and how children can practise these skills at home with their phonics books.

The phonics books are *practice books* and should be treated as such.

They are not books to be read once, never to be seen again.

They are also not designed to be the most engaging of books: they are for children to practise reading. Therefore, they are designed within certain 'constraints'.

This can make them a little 'dry', but it is important to distinguish them from books we read for pleasure and understand this difference.

Reading For Meaning (RfM)

Colour-banded books

Just sharing a book together is wonderful and so important.

These activities are completely optional and designed to support you and your child(ren) at home, but please do not feel any pressure to complete them. The children have reading lessons at school and their home reading should act as an extension of this and a chance to practise some of the activities they do within the lessons.

Listening to your child read and reading aloud to your child(ren) is really important.

These activities are purely suggestions, however, a *range* of the activities should be used at home so that it is an enjoyable experience. (For example, not trying to re-read the whole book to a level of fluency every time.)

Reading For Meaning (RfM)

Colour-banded books

The books are sent home for the children to practise the reading skills we teach them at school.

The more they read and practise these skills, the better readers they will become.

Reading is the key to the curriculum so it is so important that we create effective readers and we really appreciate all the amazing work you do at home with your children – it really does make such a difference.

Reading For Meaning (RfM)

Colour-banded books

For these reasons, colour-banded books are only changed a maximum of once weekly from Year 2.

To develop good readers, it is vital that children are shown the importance of re-reading texts, even if it is not something they may choose to read themselves. (This is where RfM differs from RfP).

Reading For Meaning (RfM)

Colour-banded books

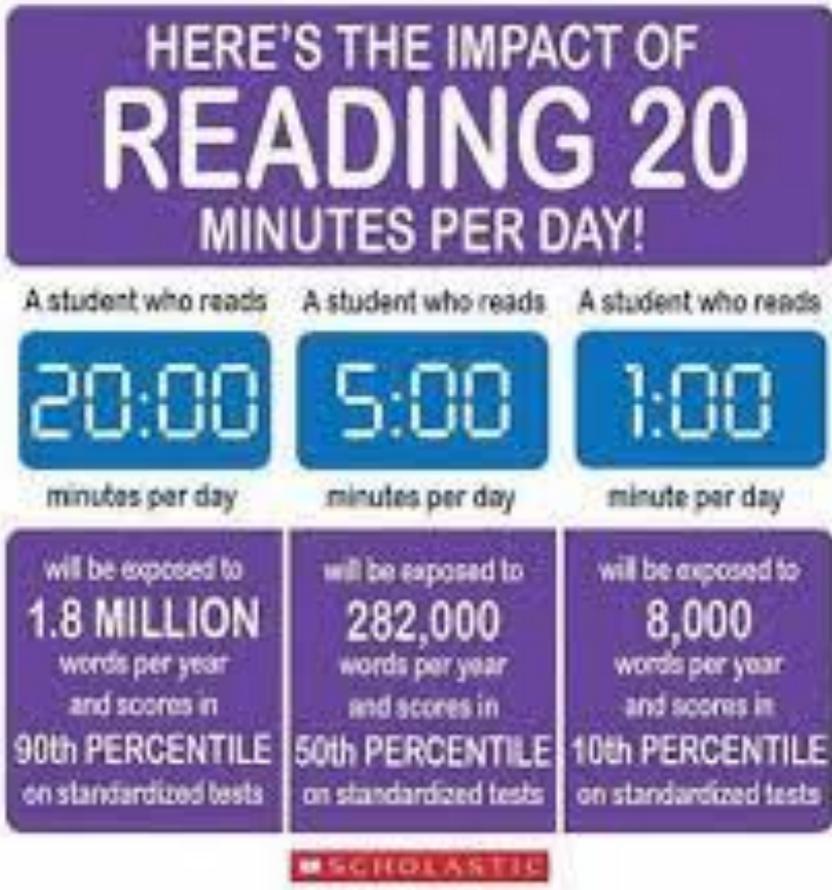
If parents at home get frustrated with the children being asked to read the same book again, this attitude will be modelled to the children, when actually, they need to build a reading resilience.

There are infinite learning opportunities children can get from a book, even if they have read it several times before, so please do not worry if your child is sent home with the same book again, or if their book isn't changed during the week.

This is actually the perfect opportunity to work on some of the deeper skills of reading.

Reading For Meaning (RfM)

Stamina / Reading Resilience



It would take a child who reads for less than one minute a day a whole year to read the number of words that a child who reads for 20 minutes a day would read.

Reading For Meaning (RfM)

Stamina / Reading Resilience

Children need to build up a stamina for reading and a resilience to re-read texts.

As they continue their education, this is a vital skill to access the curriculum and, although, not the ultimate goal, many assessment papers can be accessed far better when children are trained to read, read and read again.

What can I do to support this at home?

Please model this to the children.

(We appreciate that it is frustrating to hear the same book again and again but children will pick up on this frustration and be reluctant to practise this important skill).

Reading For Meaning (RfM)

Stamina / Reading Resilience

IDEAS FOR HOME

ACTIVITY IDEA 1

Read some of the book / text.

Ask the child a question.

If they are not sure of the answer, model the need to re-read the text to find it.

ACTIVITY IDEA 1 - EXAMPLE

They both collapsed on to the picnic rug.

Alis squealed as Mum emptied the picnic basket. Mum pulled out biscuits and buns, carrots and sandwiches and, best of all, a birthday cake for Alis!

"Four today!" Dad said. He lifted out plastic plates and cups.

Alis dived towards the cake. Her hands stretched to grab it.



What did Mum pull out the picnic basket?

I don't know. I can't remember.

That's okay. It is hard to remember things we have just read once. What I find useful is to read it again. Shall we do that and see if you can find the answer?

Reading For Meaning (RfM)

Stamina / Reading Resilience

IDEAS FOR HOME

ACTIVITY IDEA 2

Set up a timer (maximum 10 minutes)

Before your child starts reading, give them a focus task (just one to help them focus on as they are read silently).

Child reads silently.

After the set time, discuss their prompted response with them.

(It would be even better if you did the same focussed task reading your own book or text to really model it!)

The responses can be in note form, in reading journals or oral.

ACTIVITY IDEA 2

Ideas for prompted responses / focus tasks

Finish the story. What do you think happens next?

Think of a question you want to ask about what you've read.

Draw a diagram / sketch of something you have read.

Summarise what you have read in one word / one sentence / fewer than ten words.

Find a word in the text that you haven't heard before. Let's find out what it means.

Retell what you have read in your own words.

Reading For Meaning (RfM)

Fluency

One of the most beneficial things a child can practise at home is reading fluently.

Fluency is often seen as the bridge between surface level reading and deeper reading for meaning.

It can be thought of as automaticity of decoding and reading with appropriate prosody.

~~FLUENCY = AUTOMATICITY AND PROSODY~~—————

Reading For Meaning (RfM)

Fluency

Automaticity requires a child to practise decoding (phonics) to a level where word recognition is effortless and instant. It is important to note that this is done **in addition** to the work we do on RfM. Earlier readers (not necessarily age dependent) may focus more on this skill with their colour-banded books, but will also benefit from other skills practise and this will be directed by their class teacher.

Prosody is the defining feature of expressive reading and comprises of the variables, such as timing, phrasing, emphasis and intonation, that are used to help convey meaning. It is important that children learn how to 'add back' the prosodic cues that are largely missing from the texts they read.

Curriculum

English

We have daily phonics sessions following the Little Wandle Phonics programme

We have guided reading sessions where we teach the children the discreet skills of fluency, prosody and comprehension. These are linked to their phonics work.

We have daily English lessons which are structured around a book. This half term we will be looking at Callum's Incredible Construction Kit and Pumpkin Soup

We read daily to the children and feel it is important to share a class novel with them. This half term we are reading Fantastic Mr Fox

Maths

Number – place value, rounding, ordering.

Topic - History

“Who first lived in Britain?”

Science –

This term we will be investigating our bodies – looking at nutrition, our skeleton and muscles in our body.

PE Kit

Our PE day will normally be on a Tuesday. However, **for this half term only** it will be on both **Tuesday and Wednesday**

Please send your children into school wearing their PE kit on these days

PE kit - Red t-shirt, black shorts/jogging trousers, pumps/trainers, school sweatshirt.

Jewellery

Hair

Uniform

Homework

Homework will go home on a **Friday** and must be returned by the following **Thursday**.

Homework usually comprises of – Maths task and an English activity (Reading or SPaG)

Maths and English homework will link to current or very recent work in class.

Any problems with homework – children can come and see us.

Reading books and book bags

These must go home every night and come in to school each day, along with your child's reading record. Please write in this each time that you read with your child. Perhaps highlight a word that they found difficult, a part of the story they loved or new vocabulary that you discussed.

We will try to listen to your children read 1:1 as often as possible, however they will also read as part of guided reading 3 time per week.

Your child will have the opportunity to change their books weekly.

Book bags should not be too big – all they really need in are books.



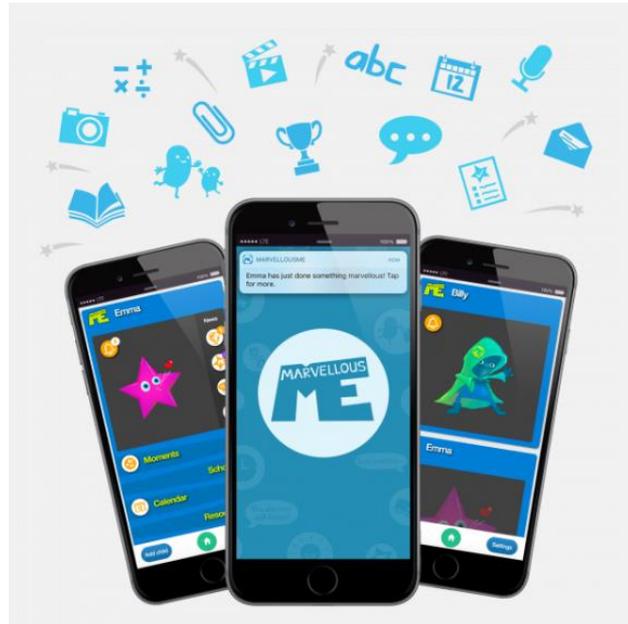
Don't forget to practise your times tables on Times Tables Rockstars

Watch out for tournaments and challenges that your teacher might set too!

Marvellous Me!

Look out for Marvellous Me's popping up on your phone!

We send them out daily to children showing amazingness in class and around school!



If you aren't connected to the Marvellous Me app, let us know and we can sort out the details for you.

