

Year 2
Reading and Writing
Workshop



How we teach Reading in Year 2



Daily
Phonics

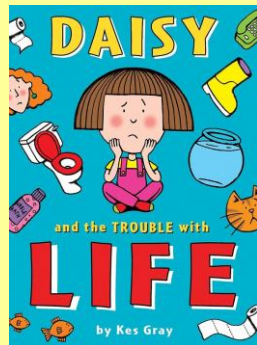
Guided
Reading



Book- Based
Planning



1:1 Reading with our
reading volunteers



Daily story
time

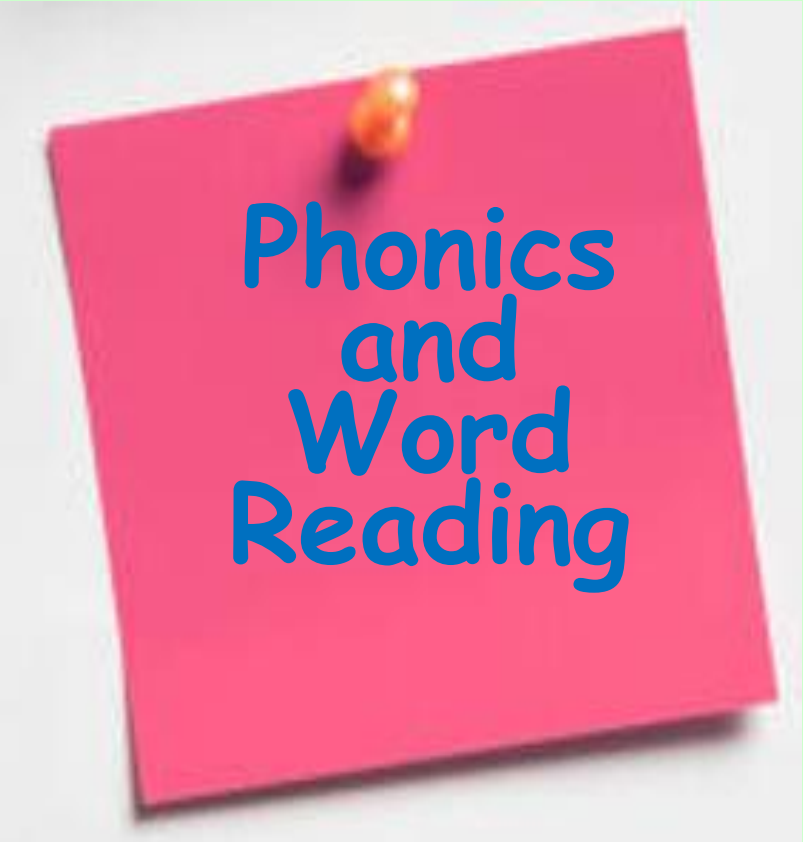


Lovely
Reading
Areas

Cross-curricular opportunities as much as possible!

Reading in Year 2

There are 3 main focuses to Reading...



Phonics
and
Word
Reading



Fluency
and
Spoken
Language



Comprehension

Our New Phonics Scheme



1. What is Little Wandle?








Little Wandle Letters and Sounds Revised is a **systematic phonics programme** used in our school to help children learn to **read and spell**. It gives teachers a clear, structured way to teach the sounds (phonemes) and letters (graphemes) of English, step by step.

2. Why do we use it?

It's based on strong research about how children learn to read. It ensures every child:

- Learns new sounds in a logical order.
- Practises blending those sounds to read words.
- Builds confidence and fluency.
- Is given extra support if they find reading tricky.

Vocabulary


Phoneme 	A single sound that can be made by one or more letters Example: s, t, ph, wh.
Grapheme 	Written letters or a group of letters which represent one single sound. Example: a, b, c, d, e
Digraph 	Two letters that make one sound Example: er, oi, ay.
Trigraph 	Three letters which go together to make one sound. Example: ear, air, igh.
Split digraph 	Two letters which work together to make one sound. These sounds are not next to one another. Example: like, name, home.
Blending 	Saying the individual sounds that make up a word and then blending the sounds together to say the word orally. Example: c/a/t – <u>cat</u>
Segmenting 	Splitting a word up into individual sounds. Example: sat – s/a/t
GPC	Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
Chunking	Breaking up longer words into chunks for reading and spelling. Help-ing

Teaching Phonics

What does a phonics lesson look like?

Every day, children take part in a **short, fast-paced** lesson where they:

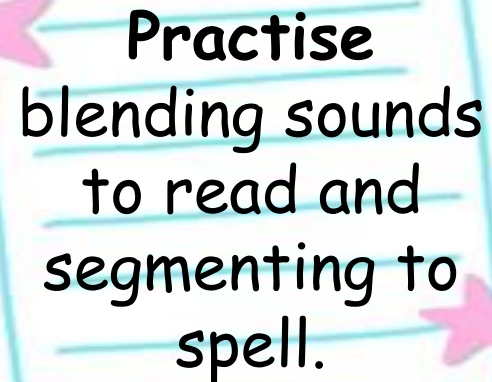
4-part lesson:



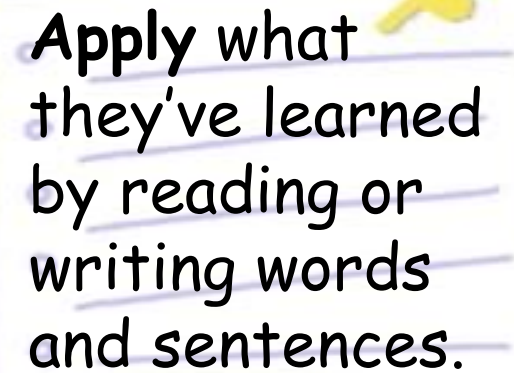
Review sounds and words already taught.



Learn a new sound or spelling pattern.






Practise blending sounds to read and segmenting to spell.



Apply what they've learned by reading or writing words and sentences.

Teaching Phonics


























Lesson focus	 Revisit and review			 Teach and practise				 Practise and apply		
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	New tricky word	Read/write the sentence	Spelling
/ur/ or word	ir ur ea oe ow ey ui	bruise monkey first goes spread beach	oh their	/ur/ or	w-or-k w-or-l-d w-or-se	word [work] world worth worm worse	world The Earth – the planet we live on. worse From bad to worse – If this rain gets any worse, we won't be able to play football. worth If something is worth a lot, it costs a lot of money – My games console is worth a lot.	once	A worm's work is never done!	word world + once


















Reading prac

Phases taught in Reception

Grapheme mat





















Grapheme mat			Phases 2 and 3					
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Year 1 and 2

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou
---	---	--	--	--	---	---	--	--	--

[Useful link...](#)



[For parents | Letters and Sounds](#)



Reading with Little Wandle

Each week, children take part in **Little Wandle reading sessions** using a book carefully matched to their phonics level:

Decoding: Children practise recognising sounds and blending them to read words accurately.

Prosody: They learn to read with expression, paying attention to punctuation and meaning.

Comprehension: Children talk about the story, answer questions, and develop deeper understanding.

Reading the same book across the week helps build confidence, fluency, and enjoyment.

Example of Band 6 book- start of Year 2 expectation

No one had made fun of her name in the past.
Mrs Parker hushed the class.



All day, Man-yeo caught sight of people sniggering
as she passed.



Example of Band 10 book-end of Year 2 expectation

The little chapatti rolled on and on into a forest.
After a while, the path led him down to the banks
of a wide river.

"Bother, bother! How can I get across?" he cried.
"I don't want to end up soggy and wet."



"You poor thing!" purred a soft voice.
"Maybe I can help you?"

The little chapatti looked up and saw a handsome
tiger stretched out along the branch of a tree.
The tiger yawned, clambered lazily down, and gave
an enormous smile.

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

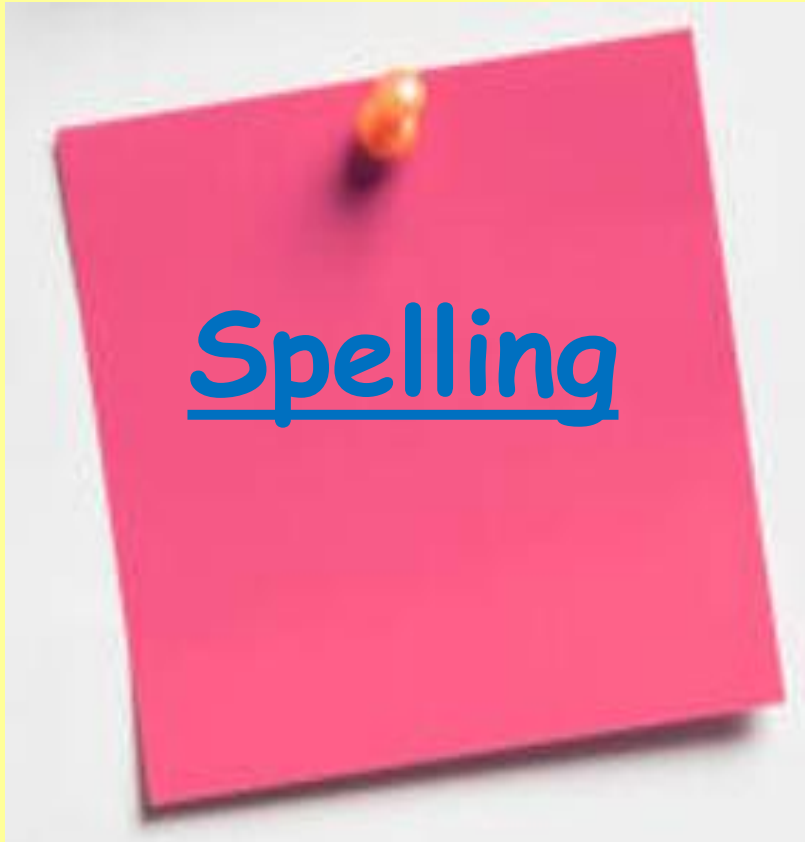


Supporting at home

- Read at least 4 times a week- little, but often can make all the difference.
- Support children's understanding through completing comprehension tasks or using the reading at home help sheet.
- Keep reading stories at home- this promotes reading for pleasure as well as exposing your child to different types of texts and vocabulary without the pressure of having to read them.






















Writing in Year 2

There are 3 main focuses to Writing...





Phase 6 - Sound Mat

le 	el 	il 	al 	c 	al 	all 
o 	y 	ey 	s 	wa 	wa 	qua 
wr 	gn 	kn 	ge 	dge 	tion 	or 

Chunking Syllables for Spellings



This means how many beats there are in a word (similar to segmenting but in chunks).

Spelling one beat at a time helps to make sure you're not missing sounds out.

spot 1

sunshine 2

chimpanzee 3

Common exception words

These are our Year 2 words which we will work on reading and writing. We call these tricky words.

We teach them recognising word patterns:
Mind/kind/behind

As well as writing practise and mnemonics.

Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

Spelling Challenge

Fancy Letters

Write each of your words using **fancy writing**. Your letters could be curly or dotty... or whatever you decide!

happy

Spelling Challenge

Rainbow Words

Write your words out in pencil. Next, draw around each letter **five more times** using a different coloured pencil.

literacy

Spelling Challenge

Spelling Flowers



Draw a big **flower**. Write each of your spelling words on one of the **petals**!

Spelling Challenge

Join the Dots

Write each of your words using **dots**. Then, **join the dots** with a coloured pencil to make your word.

HELLO

Spelling Challenge

Pyramid Writing

Write each of your words like a pyramid:



s
so
some
some

Spelling Challenge

Blue Vowels

Write out each of your words. Go over the vowels in each word using **blue** pencil.

literacy

Spelling Challenge

UPPER and Lower

Write each of your words out **two** times. Write in **UPPERCASE** the first time and in **lowercase** the second time.

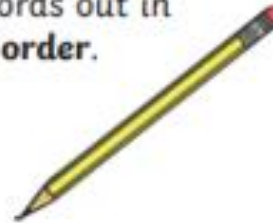
LITERACY literacy

Spelling Challenge

ABC Order

Write your words out in **alphabetical order**.

apple
carrot
tomato



Repetition is one of the best ways to train our brains to remember tricky or unusual spellings.

Mnemonics

- A rhyme or saying where the initial sound of each word relates to the spelling of the word.

ten hairy elephants yawning
they

said	Sally Ann is dancing
have	Hairy ants very energetic
like	Little insects kiss elephants
so	Silly octopus
do	Don't octopus
some	Snakes often munch eggs
come	Crocodiles often munch eggs

Oh	Oh help!
their	Ten hairy elephants ignore reindeers
people	People eat omelettes people like eggs
Mr	Mr Rhino
could	Oh u little darling

Year 1

said	Sally Ann is dancing		were	Why eat rotten eggs	
have	Hairy ants very energetic		there	Ten hairy elephants really excited	
like	Little insects kiss elephants		little	Ladybirds in tiny tiaras learning English	
so	Silly octopus		one	Oh naughty elephant	
do	Don't octopus		when	Wet hairy elephants nodding	
some	Snakes often munch eggs		out	Orange umbrellas trotting	
come	Crocodiles often munch eggs		what	Wild happy ants talking	

Year 2

Oh	Oh help!		Mrs	Mr Rhino sneaks	
their	Ten hairy elephants ignore reindeers		looked	Learn spelling rule for suffixes	
people	People eat omelettes people like eggs		called		
Mr	Mr Rhino		asked		
could	<u>Oh</u> u little darling				

Kinetic Letters®

Kinetic Letters® is a handwriting programme for use in primary and secondary schools.

Using four main threads of

- Making bodies stronger,
- Holding the pencil,
- Learning the letters, and
- Flow and fluency,

it enables children to develop legible handwriting that is produced quickly and automatically. With the development of automaticity, handwriting becomes a valuable tool and not a hindrance to learning.



Making Bodies Stronger

Pencil Pick up Song and Checks

Bear



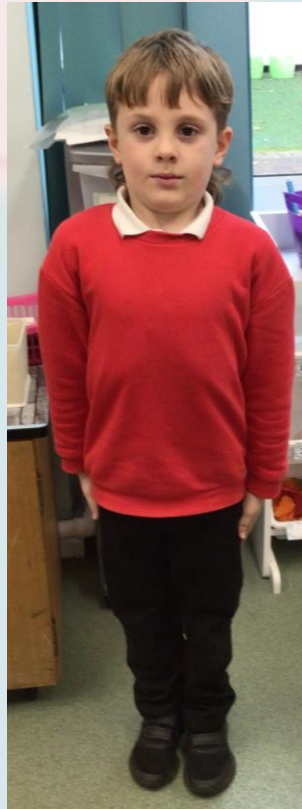
Stone
lion



Lizard



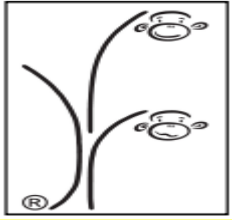
Penguin



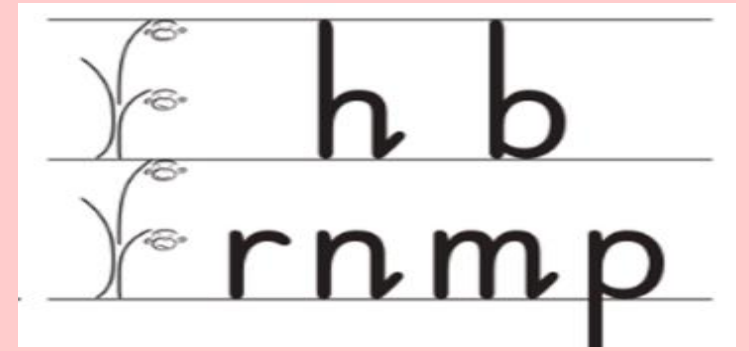
Meerkat



1. You get your **Holding Fingers** ready
And pick your pencil up
2. Tip it back
To lay across your hand
3. You put your **Pillow Finger**
under
To keep poor Curly safe
4. That's the **3 Friends Hold**



The 6 Letter families



Jumper

h m n r b p

down bump, back up, push over

Abracadabra

c a o d g q s

pull around, down and push

Squinter

e

in the middle

Window

l i t u

down bump

Fisher

g j y f

pull around to make a tail

Slider

v w x z k

slide down

All 26 letters are formed using these 6 movements.

Down bump

Up

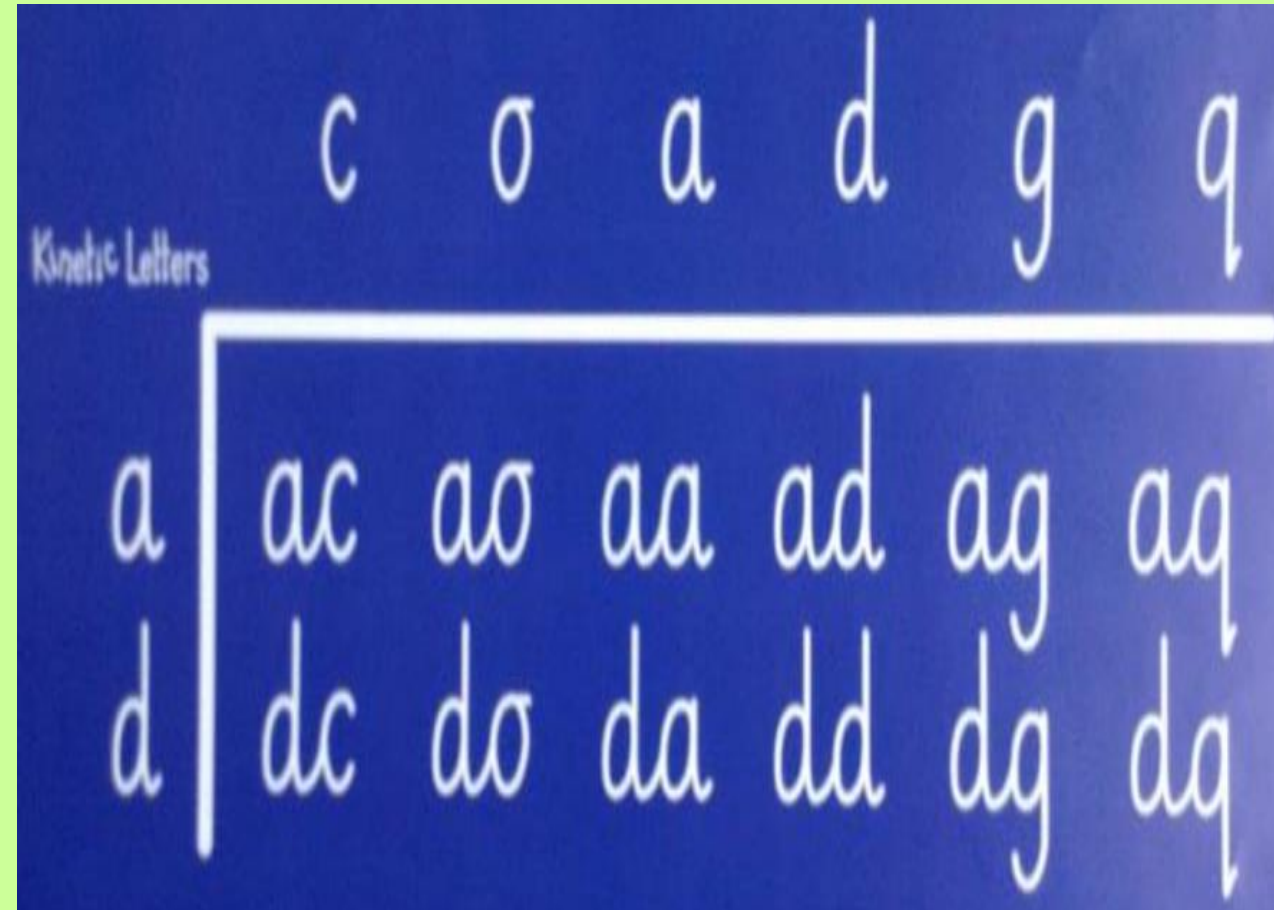
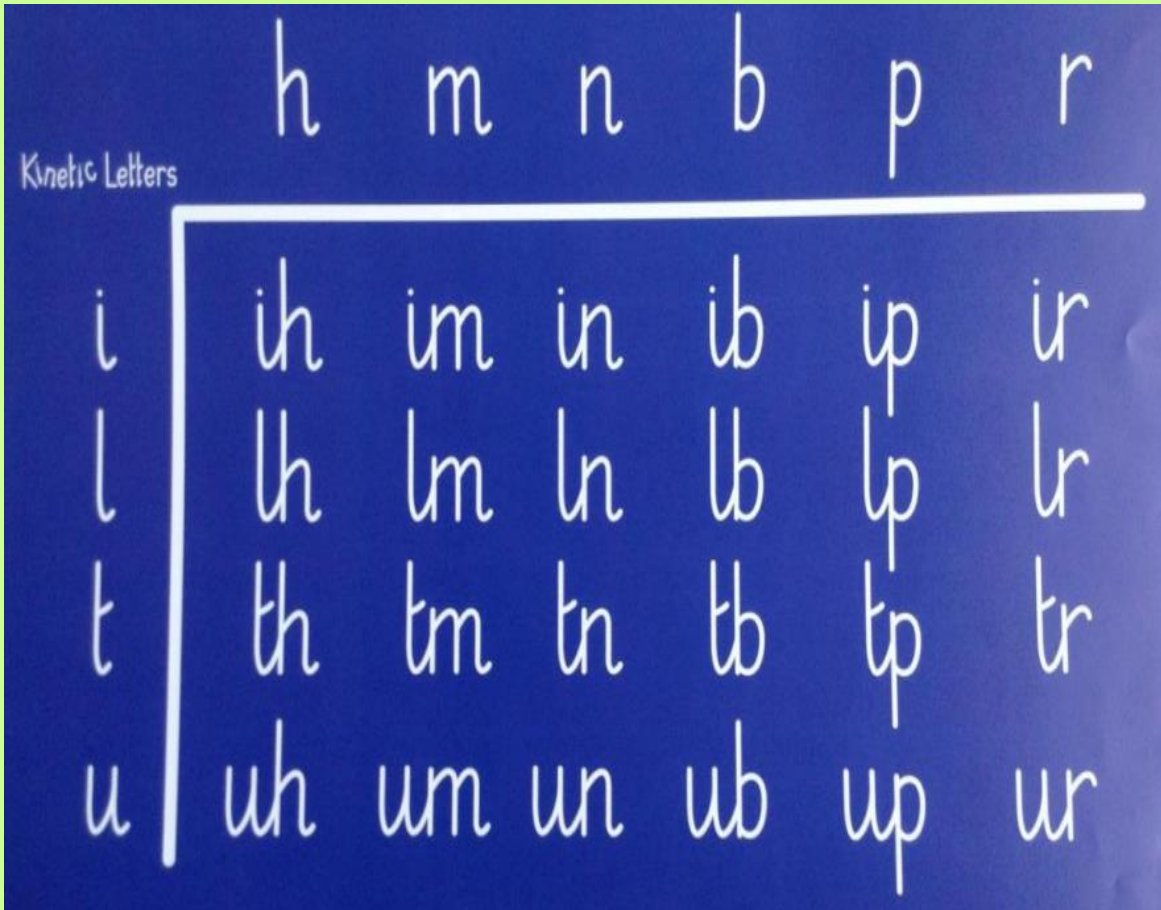
Flick

Slide

Push

Pull

Ready to Join- Summer term



Can you support at home?

- Encourage children to lie in the lizard position to read, use technology, when colouring etc.
- Strengthen the body by using climbing equipment and fingers by using dough or tweezers
- Practise the correct pencil hold with your child following the 'picking up pencil' routine

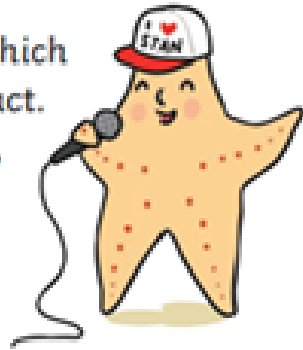
Sentence Writing

Types of Sentences

Statements

Statements are sentences which tell you something, like a fact. They should contain a verb, a noun and usually end with a full stop.

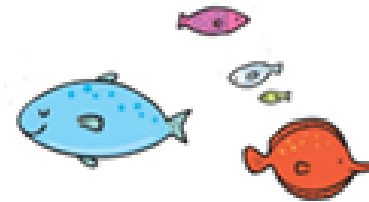
Starfish live in the sea.



Questions

Questions are sentences that ask you something. They usually end with a question mark.

What is your favourite sea creature?



Commands

Commands are sentences that tell you to do something. They are found in instructions and start with an imperative verb (bossy word).

Play me a song.



Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.

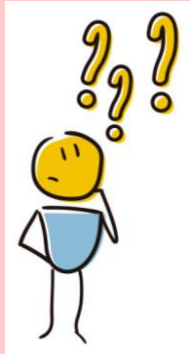
What an amazing band they are!



The Writing process

Writing is part of many subjects across the curriculum. Whatever the subject we encourage the children to follow the process below to track their ideas.

If they
can't say...
they can't
write it



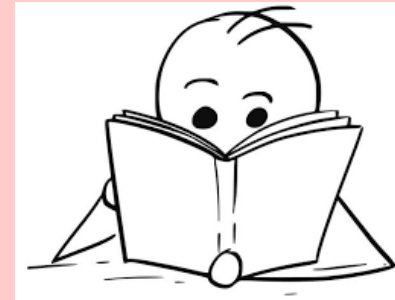
Think it



Say it



Write it



Read it

We encourage the children to recall tricky word spellings and use sound mats to help locate phonemes when segmenting.

Our successful sentence checklist:



Capital
letters



Full
stops



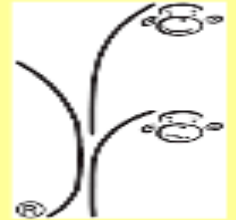
Spelling



Adjectives-
describing
words



Conjunctions- link
sentences together
using when, if, that,
or because and co-
ordination- using or,
and, or but



Hand-
writing

When their sentences are finished, we support the children to check their writing. We encourage this more independently in the Summer term.

Examples of end of
Year 2 piece of writing:

Tricky words
mostly spelt
correctly or
plausible.

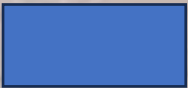
Capital
letters
for starts
of
sentences
and names

Accurate
use of full
stops

Variety of
sentence
starters-
My
favourite...
Did you
know...

Dear Miss Hopkins

Hellow my name is Eliza I am 7 years old.
I have a little brother name called Erik he
is in robin's. at AE school my favourite
lesson is maths English English it's a bit hard.
I'm a little bit nerves about getting lost.
I'm really going to need help with English I'm
a bit da bad. My favourite toy is Lego and
I love having a walkie with my dad. I'm looking
forward to meeting new friends and you Miss
Hopkins. Did you know I have a drumkit, piano
and a guitar. I have so much lego blats way
I think like it. Could you help me find the
toilet's. Goodbye.

I from 

Contractions
- it's, I'm

Reviews
and
corrects
spellings

Makes sense and suits the task

Supporting at Home

- ❖ Practise weekly words
- ❖ Support Kinetic letter 3 friend hold and formation when writing
- ❖ Encourage writing for a purpose- postcards, shopping lists, Christmas list, stories, songs- some of them could even help you apply for a Blue Peter badge!



Useful Links

Trouble knowing what to read next? Take a look at...

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

Games

[SpellingPlay](#) Spelling rule games

[ictgames](#) | [html5 English Games Page](#) Games to support spelling using Phonics phases -3-5 as well as Tricky words

Free ebooks

[Free eBook library | Oxford Owl from Oxford University Press](#)

Apps:

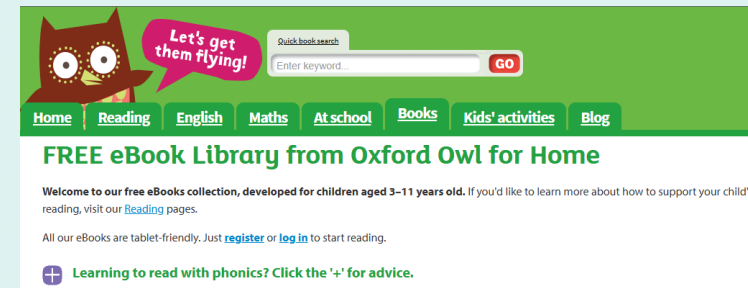
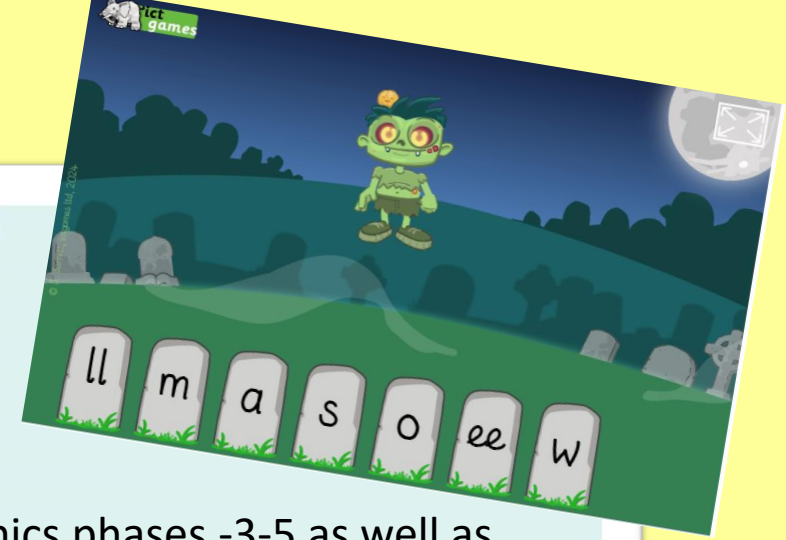
[Teach Your Monster: Free Phonics, Reading and Mathematics Games](#) Sometimes on offer

[Phonics Games for School and Home | ReadwithPhonics.com](#)

Writing and Reading motivation- Blue Peter Badge

[How to get the original Blue Peter badge – CBBC](#)

[Book badge | Blue Peter - CBBC](#)



**THANK YOU FOR YOUR
ATTENTION!**



ANY QUESTIONS?

meme.comics.org





A Pirates Life For Me


4 Thursday 6th June, 1708


15 Today has been a rough day at sea. The waves have
 24 been as tall as mountains and have been crashing
 34 onto the deck as loud as thunder. The harsh winds
 45 have torn down our pirate flag and have ripped the
 54 sails. The rigger has spent all afternoon repairing the
 64 damage and the cabin boys have been fixing the masts
 74 so that they will last the night. The quartermaster told
 84 me today that our supplies are running low. We are
 96 close to running out of food and we are starting to get
 105 scurvy because we have not had enough vitamins. We
 113 hope that our bad luck will change soon.

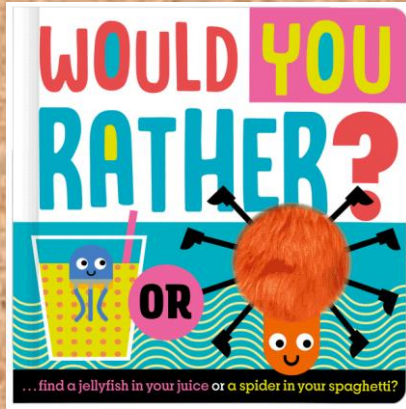
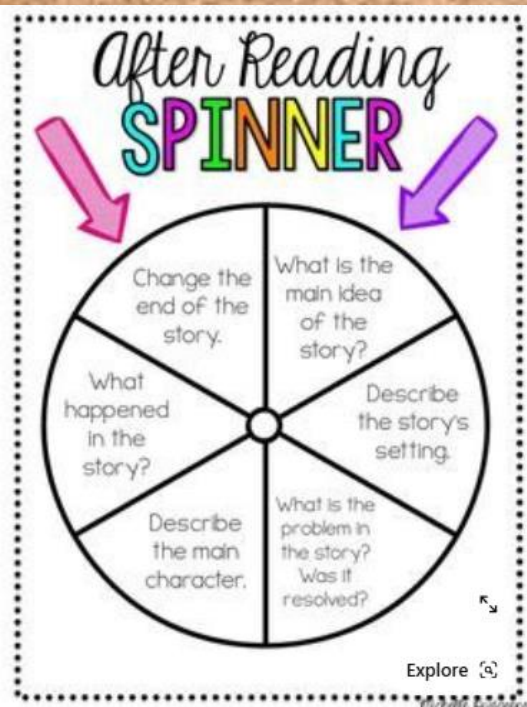
116 Over and out,
 118 Captain Longworth.

- ### Questions
- 
 1. What do you think might happen to the pirates next?

 - 
 2. How is Captain Longworth feeling about being on the pirate ship? Explain your answer.

 - 
 3. What was torn down?

 - 
 4. Find and copy a word from the text which means the same as 'ripped'.



<p>Spelling Challenge</p> <p>Fancy Letters</p> <p>Write each of your words using fancy writing. Your letters could be curly or dotted... or whatever you decide!</p> <p>happy</p>	<p>Spelling Challenge</p> <p>Rainbow Words</p> <p>Write your words out in pencil. Next, draw around each letter five more times using a different coloured pencil.</p> <p>literacy</p>	<p>Spelling Challenge</p> <p>Spelling Flowers</p> <p>Draw a big flower. Write each of your spelling words on one of the petals!</p>
<p>Spelling Challenge</p> <p>Join the Dots</p> <p>Write each of your words using dots. Then, join the dots with a coloured pencil to make your word.</p> <p>HELLO</p>	<p>Spelling Challenge</p> <p>Pyramid Writing</p> <p>Write each of your words like a pyramid:</p> <p>s so som some</p>	<p>Spelling Challenge</p> <p>Blue Vowels</p> <p>Write out each of your words. Go over the vowels in each word using blue pencil.</p> <p>literacy</p>
<p>Spelling Challenge</p> <p>UPPER and Lower</p> <p>Write each of your words out two times. Write in UPPERCASE the first time and in lowercase the second time.</p> <p>LITERACY literacy</p>	<p>Spelling Challenge</p> <p>ABC Order</p> <p>Write your words out in alphabetical order.</p> <p>apple carrot tomato</p>	

Jumpers

n

m

p

Story Settings Description



Key Words

spooky dark quiet damp
freezing gloomy creepy
calm peaceful lonely
wild leafy cold terrifying
hidden

Can you write a paragraph about this setting?

Sight Word Tic Tac Toe

the	go	
you	two	make
we	the	go
you	look	here
make	for	two





describe