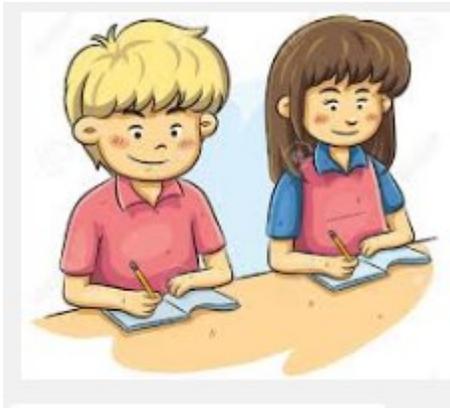


Handwriting at Year 2

In Year 2 Handwriting continues to be a high priority. Some children may be in small groups working on letter formation but by the end of the year we expect that most children will be **beginning** to join, according to our Highwoods Handwriting Policy poster. (on website).



Helping Your Child
to Read and Spell at
Home
Year 2
2017-2018



Reading

Reading is one of the most important things you can do to help your child succeed. Research evidence shows that your involvement in your child's reading and learning is more important than anything else in helping them to fulfil their potential.

“To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.” (A. C. Grayling)

“Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued” (Clark and Rumbold, 2006).

Sharing stories at Year 2 is just as important as hearing your child read their stage book. We will send home library books as well as stage books to promote this. Sharing books that are beyond your child's reading ability introduces them to new vocabulary and promotes a love of reading.

Autumn 1	one two three four five six seven eight nine ten eleven twelve water find kind behind child wild children door floor these live more began again want wanted over never other small
Autumn 2	new only both people any many where eat head would could should ever every everybody our through baby school gave January February March April May June July August September October November December
Spring 1	old told cold badge edge because after bath break coming going something who take fast thought thirteen fourteen fifteen sixteen seventeen eighteen nineteen climb even great break beautiful busy class climb father mother
Spring 2	suddenly told across horse mouse another gone great white why twenty thirty forty fifty sixty seventy eighty ninety hundred whole river eyes liked last each fell jumped friends once please use even different
Summer 1	cried really right still know well tell laughed better stopped plants before miss pulled clothes which most inside than fly key circle square triangle rectangle pentagon hexagon octagon clock suddenly finally happily happiness plentiful penniless
Summer 2	<i>Time to recap and consolidate all 'red word' spellings taught this year, as well as Year 2 Spelling Rules.</i>

Spelling

Just like with reading, twice each year, children are assessed to gather data about their spelling ages. This enables class teachers to track progress in spelling and ensure all children receive the support they need to help them make the best possible progress with their spelling.

If your child is assessed as having a spelling age at least 9 months below their actual age, we will send home a letter informing you of your child's spelling age along with advice, including useful spellings to learn to best help your child's spelling age catch up with their actual age.

On the next page are the spellings your child will receive over the course of the year as homework. They cover our Highwoods expectations for high frequency words in Year

2.

Reading

Twice each year, children are assessed to provide us with their reading age. This data is used by the class teacher to ensure all children receive the support they need in school.

This year, we are going to share this data with you. If your child has a reading age that is some way below their actual age, we will send you a letter detailing your child's up-to-date reading age. We will offer advice for what you can do to support learning and help your child make better progress in reading to enable to catch up with their actual age.



Reading

What sort of things do I write in the reading record?

The following list is not an exhaustive list but offers suggestions that may be appropriate. It is very important to remember that the enjoyment factor is always worth commenting on.

Parents are not expected to comment on each of the following areas after each reading session!

- How enthusiastic is the child about the choice of book?
- Can the child remember the story so far?
- Is the child reading using only the pictures for clues?
- Does your child understand that the words they are reading mean something?
- Can the child read words out of context, e.g. when you point to a word without reading the whole sentence?
- Is the child confident to attempt new words?
- What reading strategies is your child using, e.g. sounds, use of the picture, use of the context?
- Can the child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making, e.g. words ending in "ed" or starting in "sh"?
- Does the child recognise mistakes and self-correct?
- Is the child recognising many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?

Spelling

Spelling Homework

Each week, all children will receive around 6 words to learn for spelling homework. This will take the form of a list to learn with 4 spaces to write each word. There will be a challenge activity to write the words in sentences. Homework will be acknowledged by a sticker or stamp. Your support with this is greatly appreciated.

Your child will not be tested on the 6 words for weekly homework but they will be using these spellings for daily spelling activities in class.



Reading and Spelling Systems at School

Reading Reward Schemes

Last year, our children took part in the 'Reading Rocket' scheme. This year, we will be launching the 'Solar System' challenge. More details to follow at a later date.

The Library

Children visit the school library when needed to change their stage books and their library books. At Year 2, children are expected to do this independently.



Reading

Reading must be enjoyed to gain maximum benefit:

- Avoid confrontation.
- Offer alternative reading material e.g. internet access, magazines in which the children have an interest. Non-fiction often appeals to boys more than fiction.
- Encourage reading at different times of the day or week.
- Buy / borrow CDs from the library to encourage a love of language. Listen to stories on journeys, at bedtime, etc.
- Share reading activities and interact with the text together. For example, work together on the internet to book a holiday, explore a football team website, etc.
- Share any problems with the teacher and ask for ideas.



Reading

Hearing your child read at home, even if it is just 5 minutes each day, can have a considerable impact on progress. 5 mins every day can be 155 minutes each month!

When you do hear your child read, please make a note of this in their reading record. We will write in reading records every time your child reads in class.



Reading and Spelling Systems at School

Bookflash

Each week, children volunteer to verbally recommend a book they have read in front of the whole class. Most recommendations have taken the form of a verbal presentation but can be in any form a child wishes to present.

