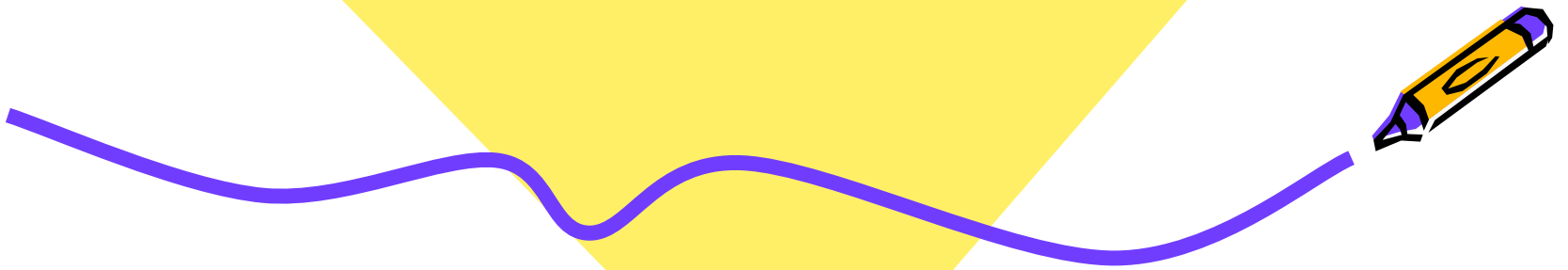


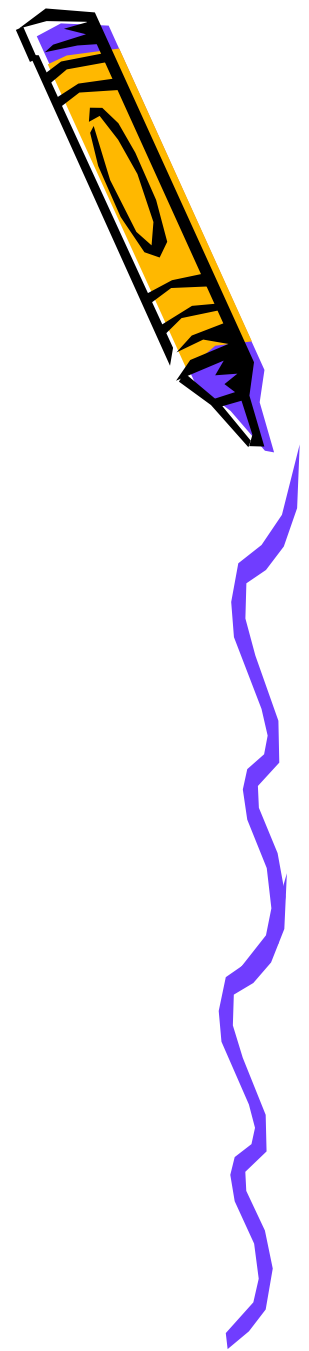


Year 2

Supporting children with
their Reading and Writing



Book Band Reference Sheet



Band	Colour	Year Group Expectation
	Lime	
23,24	White	End of Year 2
21,22	Gold	
19,20	Purple	
17,18	Turquoise	End of Year 1
15,16	Orange	
12,13,14	Green	
9,10,11	Blue	
6,7,8	Yellow	End of Rec.
3,4,5	Red	
2	Pink	
1	Pink	

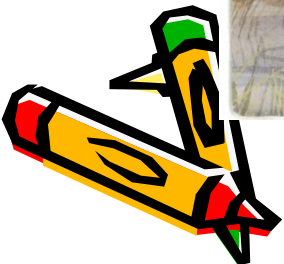
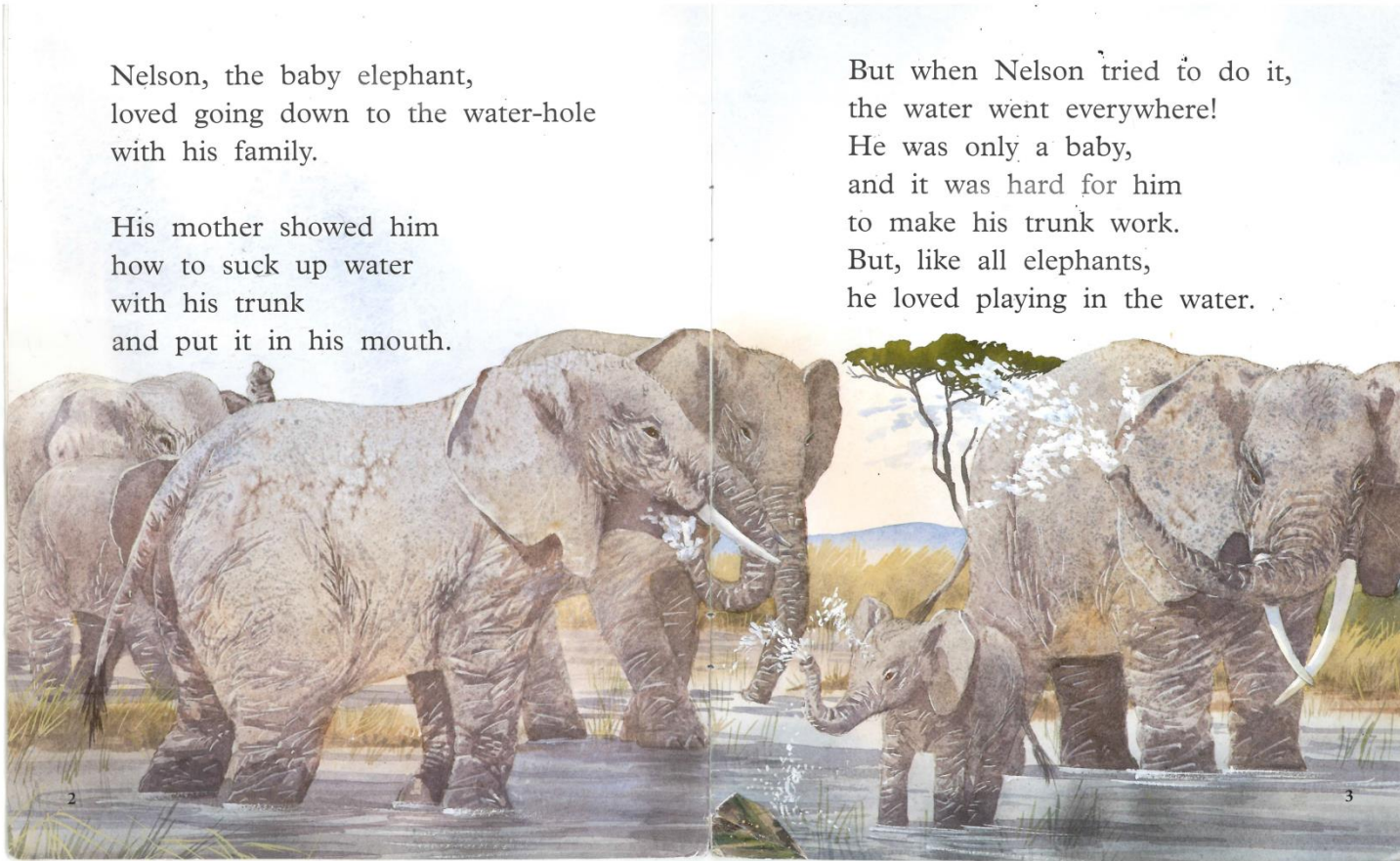


At the beginning of Year 2 the average child should be reading books at Turquoise Band.

Nelson, the baby elephant,
loved going down to the water-hole
with his family.

His mother showed him
how to suck up water
with his trunk
and put it in his mouth.

But when Nelson tried to do it,
the water went everywhere!
He was only a baby,
and it was hard for him
to make his trunk work.
But, like all elephants,
he loved playing in the water.



At the end of Year 2 the average child should be reading books at White Band.

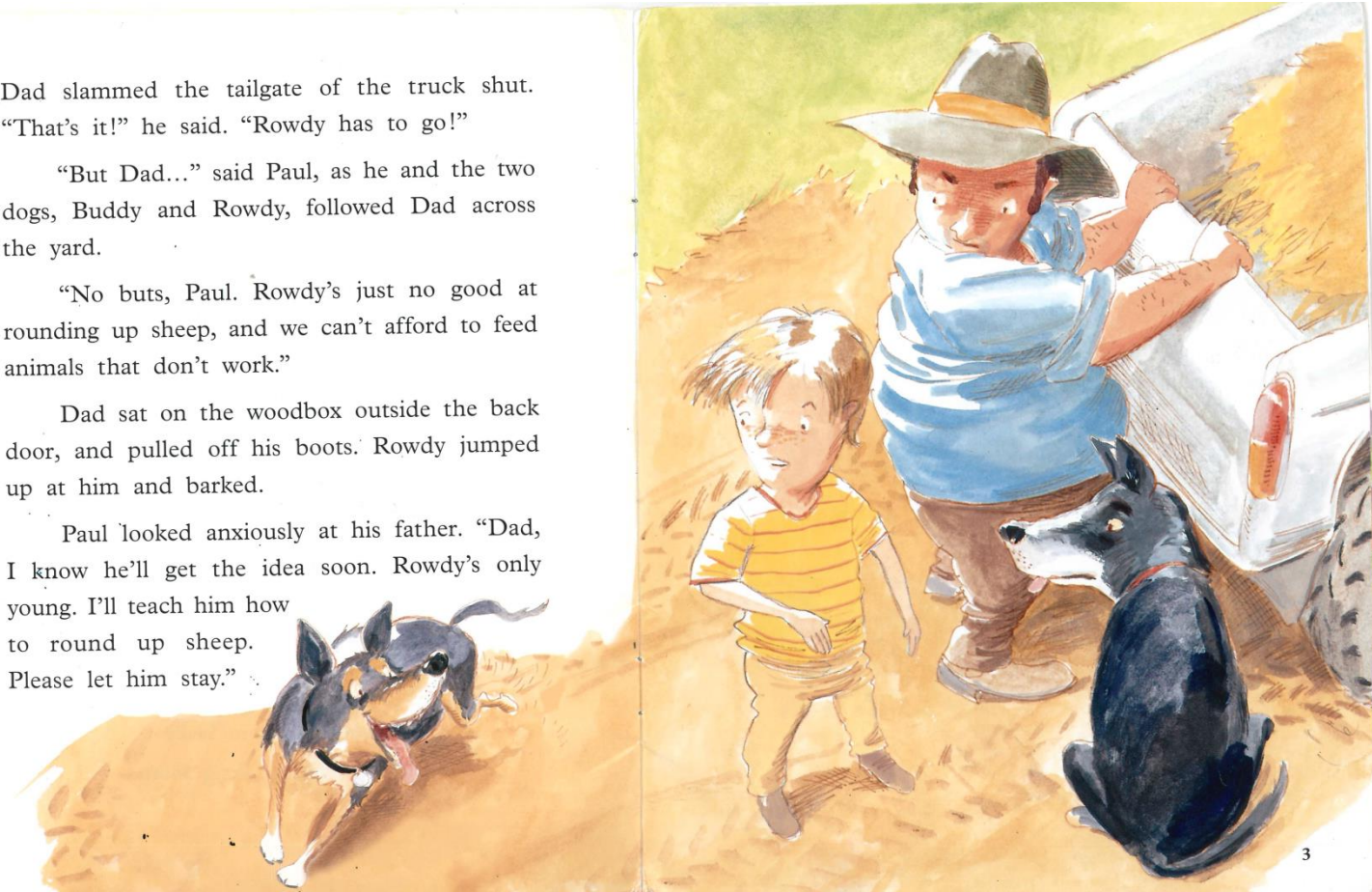
Dad slammed the tailgate of the truck shut. "That's it!" he said. "Rowdy has to go!"

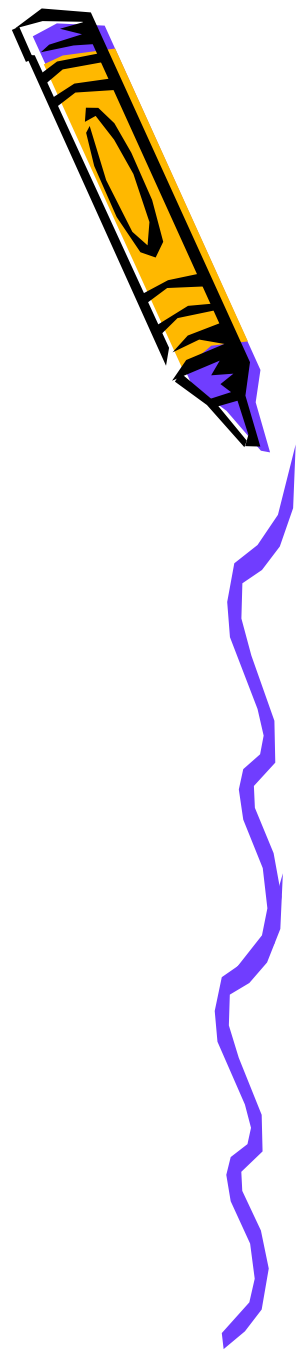
"But Dad..." said Paul, as he and the two dogs, Buddy and Rowdy, followed Dad across the yard.

"No buts, Paul. Rowdy's just no good at rounding up sheep, and we can't afford to feed animals that don't work."

Dad sat on the woodbox outside the back door, and pulled off his boots. Rowdy jumped up at him and barked.

Paul looked anxiously at his father. "Dad, I know he'll get the idea soon. Rowdy's only young. I'll teach him how to round up sheep. Please let him stay."





There are two aspects of the reading curriculum

- Word Reading
- Comprehension



Apply phonic knowledge and skills to decode words.



jog	jam	g	vet
visit	vet	it	jam
wax	win	ix	wax
box	six	x	win

ink saving Eco



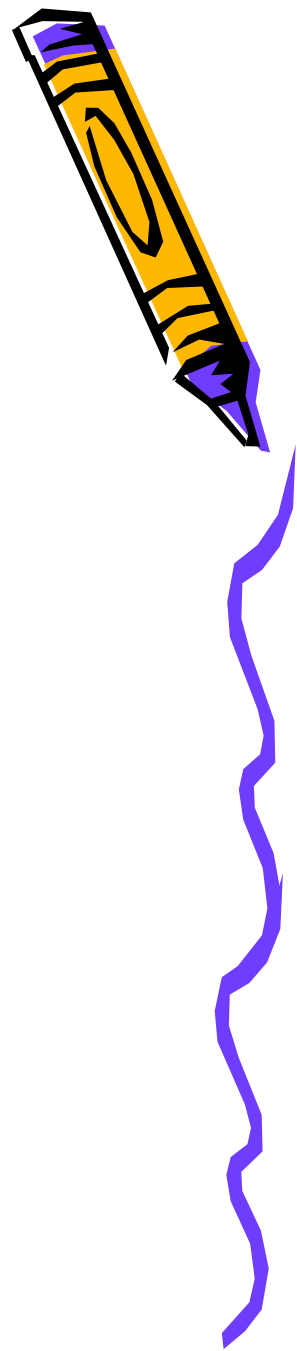
Two or three letters can
make one sound

oi

boil
coin

igh

bright
night



Read accurately by blending sounds
in words, especially recognising
alternative graphemes for sounds.



Alternative Graphemes
ear sound
Phonic PowerPoint Lesson

ere ear
eer



195 slides



ai sound family

rain



play

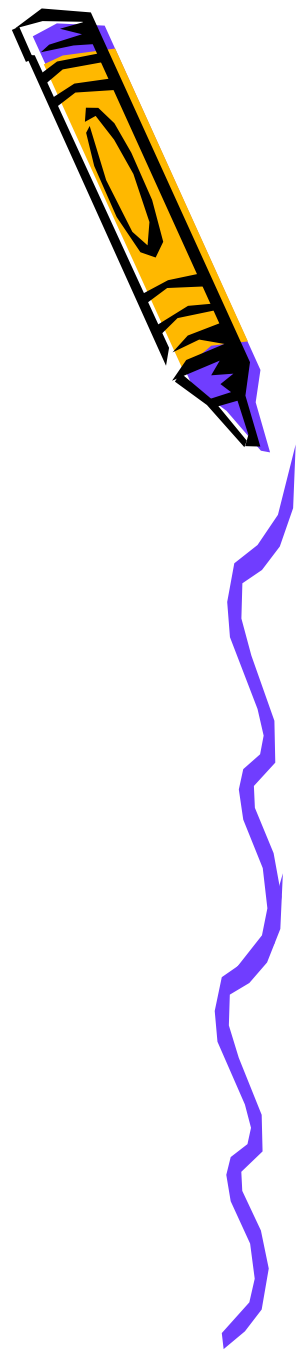
cake














































acorn



Read words of two or more syllables.



Three Syllable Words

 Basketball	 Octopus	 Blueberry	 Kangaroo	 Broccoli	 Birthday Cake
 Umbrella	 Chocolate	 Fork	 Tomato	 Potato	 Envelope
 Library	 Computer	 Marshmallows	 Cucumber	 Spaghetti	 Cereal
 Grasshopper	 Lollipop	 Lemonade	 Bubble Gum	 Bathing Suit	 Hummingbird
 Ice Cream Cone	 Trampoline	 Animals	 Sunglasses	 Apple Juice	 Gorilla
 Celery	 Dimes	 Roller Skates	 Pyjamas	 Vegetables	 September
 October	 November	 December	 Soccer Ball	 Popsicle	 Furniture
 Screwdriver					

Three Syllable Words ©2020 LessonPix, Inc - All Rights Reserved



Read words containing common suffixes.



Suffixes -ing, -ed, -er and -est (with no change to the root word)

A suffix is an 'ending' used at the end of a root word to turn it into another word.

-ing		-ed		-er		-est	
fly	flying	jump	jumped	high	higher	bright	brightest
sing	singing	look	looked	tall	taller	great	greatest
go	going	lick	licked	help	helper	old	oldest
talk	talking	work	worked	mix	mixer	neat	neatest
cook	cooking	burn	burned	test	tester	soft	softest
climb	climbing	yell	yelled	cold	colder	warm	warmest
meet	meeting	gasp	gasped	small	smaller	loud	loudest
buzz	buzzing	help	helped	teach	teacher	smart	smartest
play	playing	start	started	sing	singer	fast	fastest
help	helping	hunt	hunted	paint	painter	long	longest
cry	crying	watch	watched	catch	catcher	dull	dullest
eat	eating	touch	touched	clean	cleaner	sharp	sharpest
walk	walking	push	pushed	proud	prouder	low	lowest
read	reading	wash	washed	watch	watcher	smooth	smoothest

twinkl

ink saving Eco



Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

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

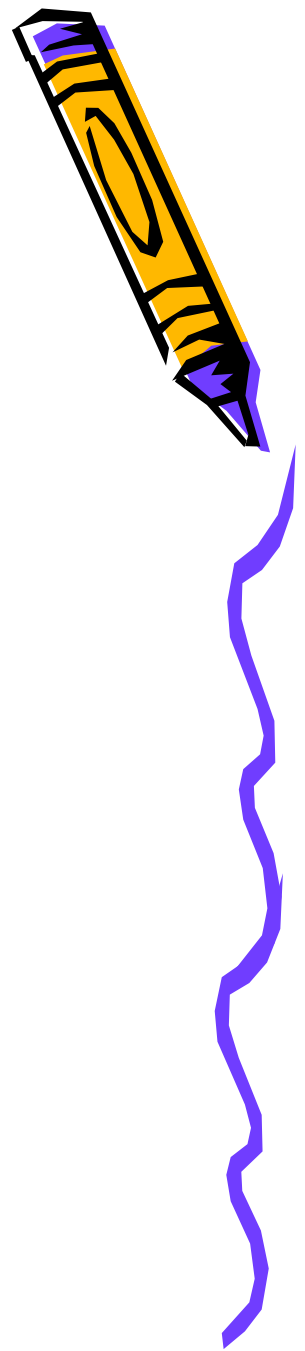


In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

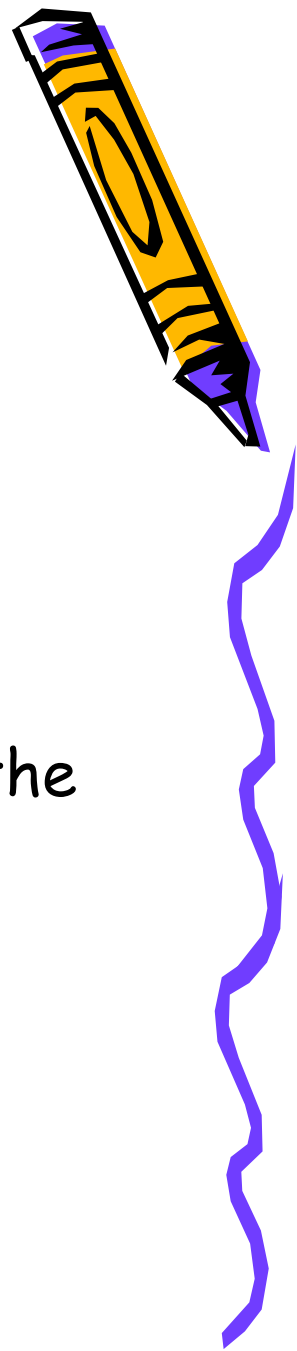


Reread books to build up their fluency and confidence in word reading.



In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.



Reading Strategies



- The b_____ ran to meet his mum.
- We_____ football outside.
- We _____ football outside yesterday.



What can my child do if they are stuck on a word?

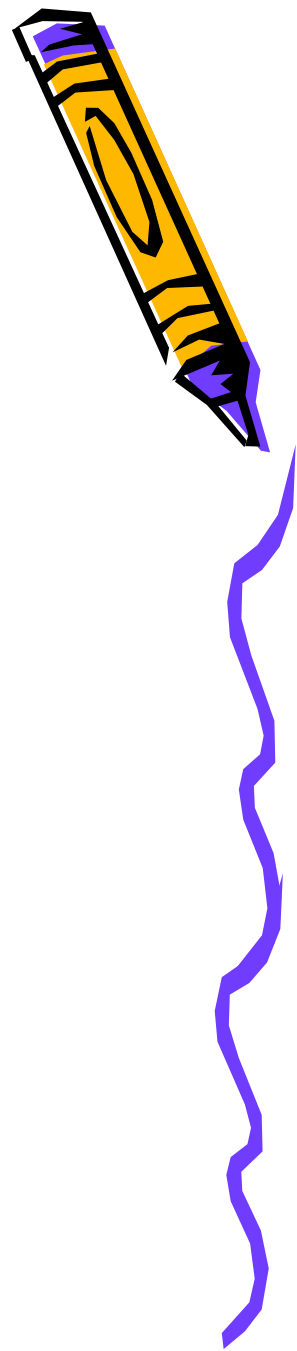


- Look at the picture.
- Try to sound out the word.
- Read on to the end of the sentence then go back and think what would make sense.
- Check if it looks like a word they know already e.g. could: would, should.



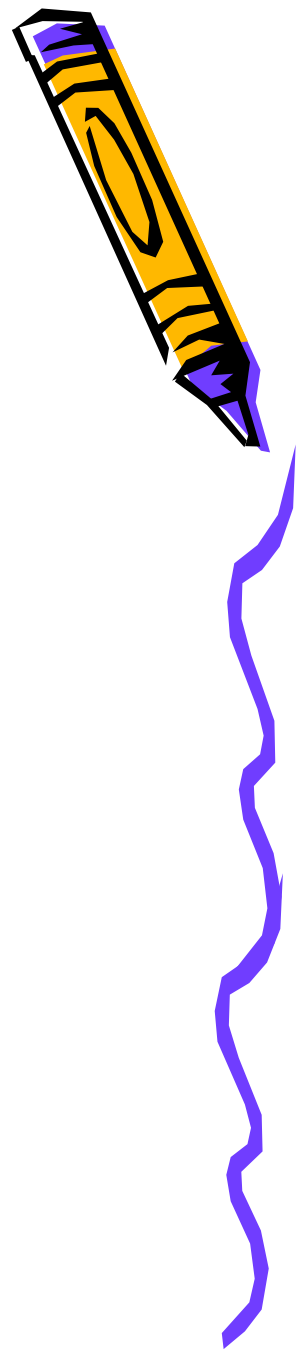
Punctuation

- Full stop .
- Comma ,
- Exclamation mark !
- Speech marks " "
- Question mark ?



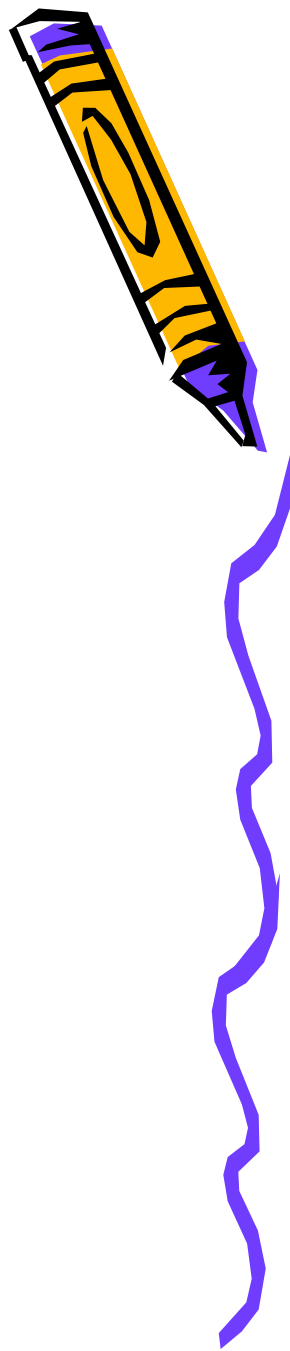
Book Conventions

- Non fiction/Fiction
- Title
- Contents page
- Index
- Glossary
- Paragraphs
- Headings
- Subheadings
- Illustrations
- Bold print



Dictionaries

- Children need to be able to use a dictionary.





• Comprehension

- Listen to and discuss a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discuss the sequence of events in books.
- Be familiar with and retell a wide range of stories, fairy stories and traditional tales.
- Understand that fiction and non-fiction texts are structured in different ways.
- Discuss the meanings of new words.
- Discuss favourite words and phrases.
- Build up a repertoire of poems learnt by heart, and recite some, with appropriate intonation.



VIPERS

- VIPERS is a method of ensuring that teachers ask, and students are familiar with, a range of questions.



Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise

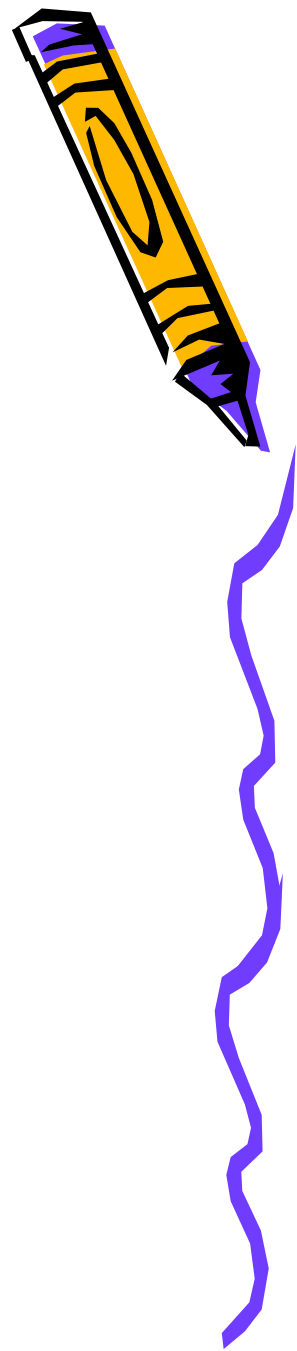


www.theworded.com © 2007



Assessment Without Levels

- **Greater Depth**
Using and applying knowledge, skills or understanding across the curriculum
- **Working At the Required Standard**
Secure in their understanding within the context of teaching
- **Working Towards the Required Standard**
Increasing understanding
- **Working Below the Required Standard**
Just starting to learn knowledge or skill



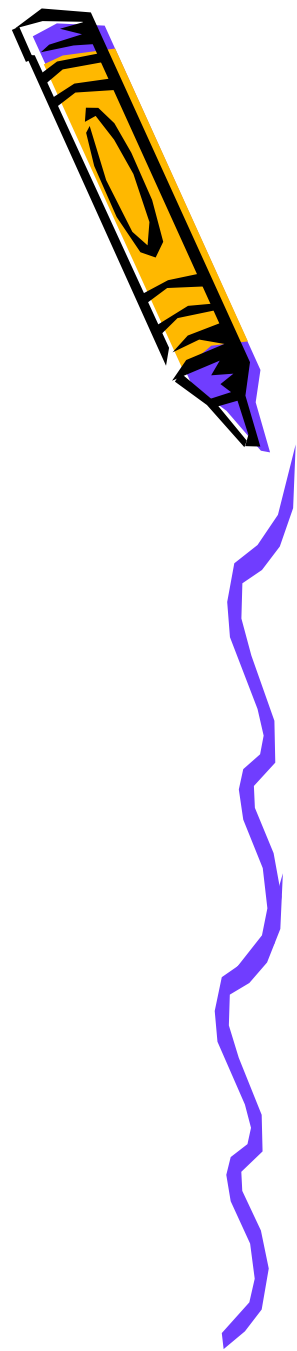
Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables e.g whiteboard, butterfly
- read most words containing common suffixes e.g -ment, -ness, -ful, -ly, -less (enjoyment, sadness, playful, badly)
- read most common exception words e.g. people, through, Mrs, could.



<https://www.gov.uk/government/publications/key-stage-1-tests-2022-english-reading-test-materials>



Reading to your child

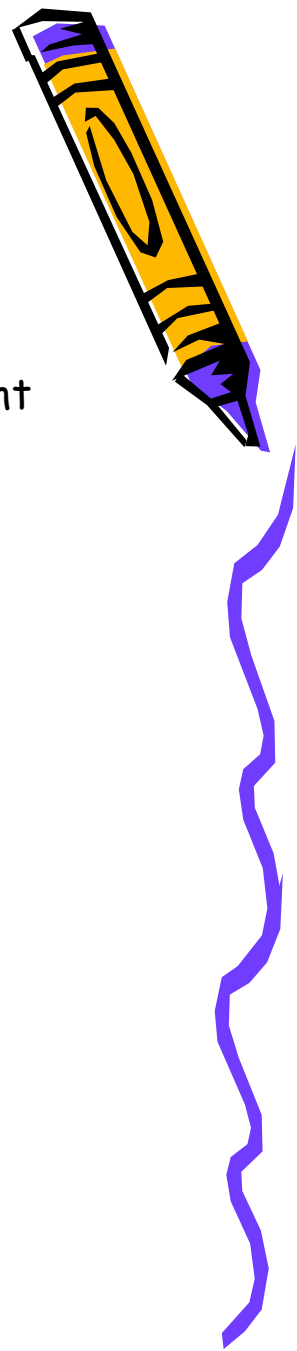


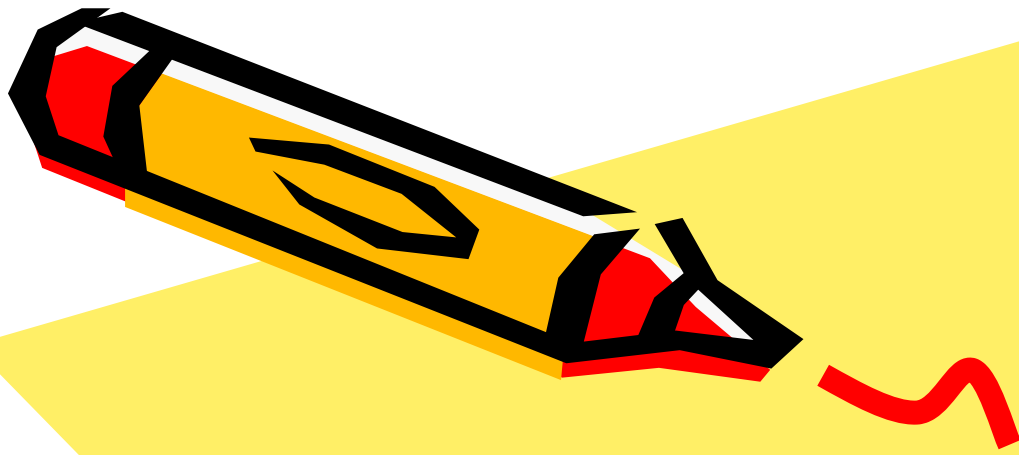
- It is important throughout that children continue to have opportunities to listen to experienced readers reading aloud.



How you can help at home

- Read with your child for approx. 15 minutes most days.
- Talk about the book -characters, sequence of events, predict what might happen.
- Retell favourite stories
- Discuss the meaning of new words.
- Join the library.
- Read to your child





Remember

Develop a love of reading.

