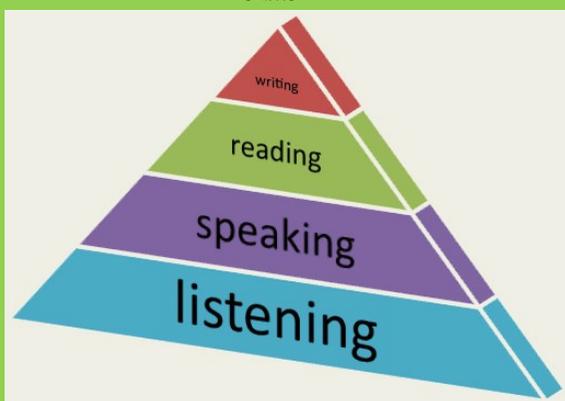


How Can You Help at Home?

1. Talk to your child about the books you are reading at bedtime. Ask open ended question like, who, what, where, when and why.
2. Talk about the feelings of characters. Why have they acted in this way? Where is the book set? Do you like this book? Could you think of another title for this book?
3. Your child should be reading to you at least three times a week at home.
4. Ask children to sum up the story. What happened at the beginning, middle and end.
5. Give your child time to decode or sound out words they do not know.
6. Practise writing frequently used words, for example, play, went, my, she, there, go, one, the, then, when, help etc.
7. Give rewards and praise for effort.
8. Before children can learn to read or write they must have confident speaking and listening skills.



Popular Books To Share and Read

1. Mrs Wobble the Waitress by Alan Ahlberg.
2. The Magic Finger by Roald Dahl.
3. Mr Wolf's Pancakes by Jan Fearnley.
4. Emily's Legs by Dick King Smith.
5. Frog is Frog by Max Velthuijs
6. The Giant Jam Sandwich by John Vernon Lord
7. Katie Morag series by Mairi Hedderwick



Clover Leys
SPENCER ACADEMY

Literacy

Year 2

*“Growing
Together,
Learning
Forever.”*

Reading

Word Reading

- Decode words fluently, for example,



- Read words containing common suffixes, for example, sad^{ness}, help^{ful}, hope^{less}, bad^{ly}
- Read words with contractions and possessive apostrophes, for example, can't, girl's.

Comprehension

- Discuss and express views about contemporary and classic poetry, stories and non-fiction beyond a level that they can read independently.
- Compare the structure of non-fiction books and fiction books.
- Making inference [assumption] on the basis of what is being said or done, for example, "her cheeks went red," suggesting the character is embarrassed .
- Correct inaccurate reading by checking the sentence makes sense.

Writing

Transcription / Spelling

- Children are expected to be able to spell the days of the week, months of the year and common exception words [words that do not follow rules], for example, **people, sugar, eye, any, Mrs.** [A full list can be found at www.gov.uk/government/uploads]
- Using homophones accurately in writing, for example, here hear / see sea / sun son / night knight.
- Adding -ed, -ing, -er and -est to a root word.
- A secure knowledge of root words, for example, helped, helping, helpful, unhelp.

Handwriting

- Start to use diagonal and horizontal strokes and start to use a cursive join [starting on the line for each letter]
- abcdefghijklmnopqrstu-
vwxyz
- Form capital letters. Not to join capital and lower case letters.
 - To use ascenders [tall letters]

bdfhkl

and descenders [lazy letters]

fgjpqy

Composition

- Developing positive attitudes towards and stamina for writing [children are expected to write up to 3 paragraphs by the end of year 2].
- Make simple additions, revisions and corrections.
- Use new and ambitious vocabulary
 - Read aloud their writing

THINK

WRITE

CHECK

Vocabulary, Grammar and Punctuation

- Write in sentences and paragraphs
- Learn how to write sentences with different forms [statement, question, exclamation, command].
- Joining sentences using 'and', 'when', 'if', 'so that', 'or', 'but' and 'because', for example, 1. We can go to the park **or** we can stay inside. 2. I like tomato soup **when** I am poorly. 3. You are my friend **because** you are kind.
- Punctuate sentences using a capital letter, full stop, question mark, or an explanation mark, commas for lists and apostrophes for contracted forms and the possessive.
- Expand noun phrases, for example, 'the blue butterfly', 'the grumpy, old man'.