

Helping Your Child
with Reading, Writing
Spelling and Grammar
at Home
Year 2



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.

"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).



Reading aloud to your child is just as important as hearing your child read their stage book to you. 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.

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.

In the Spring Term, if we have concerns that your child will not reach the expected level for Reading by the end of Year 2, we will send you a letter detailing your child's up-to-date reading age. We will also offer advice for what you can do to support learning and help your child make better progress in reading to enable them 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 of reading is always worth commenting on too.

- ◇ How enthusiastic is your child about the choice of book?
- ◇ Can your child remember the story so far?
- ◇ Is your child reading using only the pictures for clues?
- ◇ Does your child understand that the words they are reading mean something?
- ◇ Can your child read words out of context, e.g. when you point to a word without reading the whole sentence?
- ◇ Is your child confident to attempt new words?
- ◇ What reading strategies is your child using e.g. phonic sounds, use of pictures, use of context?
- ◇ Can your 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 with 'sh'?
- ◇ Does your child recognise their mistakes and self-correct?
- ◇ Is your child recognising many key words, e.g. the, there, your, said?
- ◇ Is your child aware of punctuation e.g. full stops, question marks, exclamation marks?
- ◇ For how long is your child able to sustain reading?

Parents are not expected to comment on all of these areas after each reading session!

Reading

Hearing your child read at home, even if it is just for 5 minutes each day, can have a considerable impact on progress. 5 minutes every day can equate to 155 minutes each month and 1,860 minutes across the year!

When you do hear your child read, please make a note of this in their reading record.

In school, we will write in reading records every time your child reads one-to-one with an adult in class. Children will also read on a daily basis in small groups or with the whole but this will not be recorded in reading records.



Reading

On a regular basis in class, children volunteer to verbally recommend to the whole class a book that they have read and enjoyed. Most recommendations have taken the form of a verbal presentation but can be in any form the child wishes to present. Teachers will also regularly recommend books that the children will enjoy.

To see our termly Reading Recommendation Newsletters from Highwoods, please visit: <https://highwoodsprimary.co.uk/english/> and scroll down to the 'reading recommendations' heading.



Book Change

In Year 2, children visit the school library when needed to change their stage book and they are encouraged to do this independently.

Once per week, they will change their separate library book.



Spelling

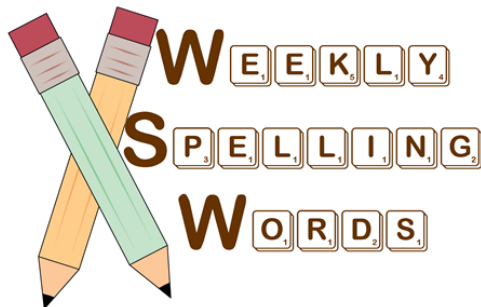
Spelling Homework

Each week, children will receive a small group of words to learn for spelling homework on <https://spellingframe.co.uk/>

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

Your support with this is greatly appreciated.

To see all of the spelling rules and words that your child will learn in Year 2 and beyond at Highwoods, please visit: <https://highwoodsprimary.co.uk/english/> and scroll down to the 'spelling' heading.



Spelling

In the Spring Term, if we have concerns that your child will not reach the expected level for Spelling by the end of Year 2, we will send home an extra spelling support pack. Details of this will follow if and when necessary.

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.



Autumn 1	water bear find these live away can't more began say good again I'll boy soon want cat round animals night over long tree never narrator how things magic next small new shouted first car Monday Tuesday Wednesday Thursday Friday Saturday Sunday
Autumn 2	wanted other lots three where eat food need head would everyone fox that's king our through baby town took way fish I've school has been gave January February March April May June July August September October November December
Spring 1	one two three four five six seven eight nine eleven twelve after work couldn't going around think mouse every home play must something garden who take fast didn't thought thirteen fourteen fifteen sixteen seventeen eighteen nineteen
Spring 2	lived much place under birds suddenly mother duck told snow across horse another boat air gone rabbit great window trees hard white why sleep floppy twenty thirty forty fifty sixty seventy eighty ninety hundred thousand million
Summer 1	he's keep morning wind river room queen eyes wish liked last each fell eggs giant jumped book friends once looks because its box please use even green dark thing along am different grandad coming cried feet tea really door may only right still many know well sea found laughed let's any better
Summer 2	stopped plants before there's ever dragon gran girl looking miss pulled clothes which most we're tell inside than cold fly key best park grow circle square triangle rectangle pentagon hexagon octagon heptagon nonagon clock suddenly finally

Handwriting in Year 2

In Year 2, Handwriting continues to be a high priority as it is in the Foundation Stage and Year 1. 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 Poster - see next page.

More information on Handwriting at Highwoods can also be found on: <https://highwoodsprimary.co.uk/english/>



Joins from the bottom:

a b c d e h i k l m n p s t u
apple each pear under

Joins from the top:

o r v w
octopus roar van water

Joins from a loop or line:

f g j y
fun great jam year

Doesn't join easily:

q x z
queen xylophone zoo

Grammar in Year 2

In Year 2, the expectation is that children will be able to understand, use and apply the following grammatical terms - see list below.

Visit <https://highwoodsprimary.co.uk/english/> and scroll down to the 'grammar' heading to view definitions and examples of each of these grammar terms.

full stop, capital letter, conjunction, verb, noun, adjective, adverb, prefix, suffix, clause, fragment, sentence, singular, plural, proper noun, question mark, exclamation mark, apostrophe, comma, compound word, expanded noun phrase, statement, command, question, exclamation, past tense, present tense

