

## How can I support my Year 2 child?

### How can I best support my child with reading?

Try to build a regular routine for your child, choose the time carefully so that you both feel relaxed and not rushed or too tired! If possible, create a cosy positive atmosphere – reading is much better when snuggled up! Take time to look at the cover before reading and talk about what might happen.



If your child doesn't know a word, try to avoid telling them the word straight away, instead encourage your child to sound out the unfamiliar word. If that doesn't help, get them to read on in the sentence and get them to think what word would make sense in the sentence. If when they sound out they are not 'seeing' a digraph like ai or ee, ask them if they can spot any digraphs in the word. All of the time, try to build their independent reading skills.

Take time to stop and talk about the story and the pictures. Use the Reading Dog bookmark prompts in the front of their yellow Reading Record for ideas of questions to ask.

### Is it enough to just hear my child read the words?

No - children need to develop a wide range of reading skills beyond just decoding the words. In order to develop a range of reading skills as well as a lifelong enjoyment of books, we need to think about the story itself.



### How can I support my child to enjoy reading?

Children of all ages enjoy books being read to them. Try to build a routine every day where you read to your child before bedtime, purely to enjoy the book. Try to visit the library so that your child can choose books. Shepton Mallet Library has been refurbished and is a wonderful place to explore with LOTS of amazing new

books. Try to read different types of text whether magazines and comics as well as non-fiction books and audio books too. Encourage talk about books: discuss favourite authors and genre (type or theme of books) and if possible model adults reading books they enjoy too!

### Why does my child have the same book again?

The Year 2 National Curriculum says that children should '*re-read these books to build up their fluency and confidence in word reading*' and so we may set books more than once, it also allows us to revise different phonic sounds to build memory.

## How can I support my child with phonics?

Encourage your child to look for the different graphemes in words, whether in books or the world around us.

## Where can I hear the phonic sounds?

Click on the image to visit the phonics audio guide from Oxford Owl.



## I can't remember the different words used in phonics! What can I do?

Don't panic -get your child to explain to you!

**phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

**grapheme** — a letter or a group of letters representing one sound, e.g. b, c, sh, ch, igh, ough (as in 'though')

**segment** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

**blend** — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

**digraph** — two letters making one sound, e.g. sh, ch, th, ph

**split digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site

**trigraph** – three letters making one sound, e.g. igh

**vowel digraphs** - comprise of two letters which, together, make one sound, e.g. ai, ay, oo, ow

## What are common exception words?

Common exception words are words that do not follow the common phonetic spelling rules children learn in Year 1 and Year 2. Encourage your child to read these words regularly and keep practising the ones that they find tricky. You could make up mnemonics such as 'big elephants can always understand small elephants' too help remember how to spell because!

Year 1 and 2 Common Exception Words		
Year 1	Year 2	
the	door	gold
a	floor	hold
do	poor	told
to	because	every
today	find	great
of	kind	break
said	no	push
are	go	pull
were	are	so
was	my	house
is	here	our
his	there	
has	where	
I	love	
you	come	
your	some	
	wild	beautiful
	climb	after
	most	fast
	only	last
	both	past
	old	father
	cold	class
		grass
		pass
		plant
		path
		bath
		hour
		move
		prove
		improve
		sure
		Mr
		Mrs
		parents
		Christmas
		everybody
		even
		whole
		any
		many

## What should I write in their Reading Record?

Try to summarise what your child has done well, any areas of difficulty or what you have discuss with your child.

Date	Book and Page Number	Remarks
1/7	P10 - 13	We like 'peanuts' its very funny! Amy did very well reading the 6 tricky names & words
3/7	P14 - 15	We've made a start on learning about Asterix & I love Asterix - tricky names!
5/7	P16 - 23	Any really engage reading about different cartoonists & illustrators. She read this really well & independantly.

5/11/20	Moan x 3	Ezra took a long time to read this. He didn't know what 'Wal' was so we discussed what that was. He wondered if the girl had to go to bed because she'd eaten too much cake and might explode. We thought of another word for explode... pop!
---------	----------	---

5/7/21	The three billy goats gruff (Book @ home) pg 1-5	Emily read very well blending up the words. We then read the rest of the book together making up the voices. <b>Lovely!</b>
6/7/21	Christmas adventure pg 1-9 oxford owl.	Emily read very well predicted what might happen next.

9/5/21	Lost	Darley read the rest of this book and again we discussed why there was dates etc on each page.
11/5/21	Koban Hood	Darley read 3 pages. Thanks! really well and asked a few questions about the story.

9/11/20	The wrong kind of knight.	Ezra did well on this is quite a long book. He said the dragon was cute but he looked scared. We talked about how many laves to knit too.
---------	---------------------------	---

Date	Book and Page Number	Remarks
9 July	Mr Monkey plays football. Chp. 2.	+pages are longer Few tricky sight words he struggled to hear but he's really enjoying the chapter books and determined to reach the end of the chapter.
10 July	Mr Monkey plays football. Chp. 3	Tricky words: Favourite Tidy, won't, able, ceiling eye. He's rereading and checking sentences to make sure he understands. And he remembered words like 'heart' he learnt yesterday.

Date	Book and Page Number	Remarks
29 June	pg 9-15 Victorian adverbative	Smooth reading. Decided himself to reread a sentence until he got it to make sense. <b>Amazing!</b>
30 June	victorian adventure 16-28	4
2nd July	How to start a dragon academy 1-9	Probably easier level to read but seemed to have words he'd not come across before. He enjoyed reading it. 😊
4 July	Super hero adverbative Easy readers	
5/July	The Jade emperor + the dragons. pg 1-7	Some words a bit tricky to figure out like emperor and murmured but he really enjoyed reading it.
6 July 2021	Robbie and the Raah!	We talked about what words like starve and jade meant. <b>Fantastic!</b>
6 July 2021	Jade Emperor + 4 dragons 6-12	few new words which he sounded out nicely. getting smoother. 😊






21.6.21	Snail Trails	Read well. Spoke about the rhyming words
22.6.21	Snail Trails	Made predictions from the pictures. Read well. <b>5</b>

## How can I support my child with Spelling Shed?

Ask your child to share what the rule or pattern is so that they are clear what they are working on. At the beginning of a new set of spellings, try a lower level first for all three sets of spellings assigned and then try a harder level. After each round, ask them to reflect – which bits of the word did they get wrong? Once they are confident, try some of the Bonus Games: Missing Word and BeeKeeper.

## How can I support my child more widely with spelling?

Try to practise in different multi-sensory ways. You might like them to practise them by writing with fun pens and using the words in funny sentences too.

SPELLING	
<p>Use your hand!</p> <ul style="list-style-type: none"><li>• Write the word in your best joined handwriting.</li><li>• Write the word again with your eyes shut.</li><li>• Make the word with plasticene.</li></ul>	
<p>Use your eyes!</p>  <ul style="list-style-type: none"><li>• Look at the word. Is it short? Is it long? What else do you notice when you look at it?</li><li>• Can you see any small words inside your word?</li><li>• Take a picture of the word in your mind. Shut your eyes. Can you see it?</li><li>• Write the tricky part of the word in a different colour.</li></ul>	
<p>Use your brain!</p> <ul style="list-style-type: none"><li>• What does this word mean? Put it in a sentence.</li><li>• Can you spell bits of this word already?</li><li>• Can you write any words that rhyme with this one?</li><li>• Do you know other words with the same pattern?</li></ul>	
<p>Use your friend!</p>  <ul style="list-style-type: none"><li>• Show your word list to your friend. Give some clues about one word. Can they guess the word?</li><li>• Write the word on your friend's back.</li></ul>	
<p>Use your ears!</p> <ul style="list-style-type: none"><li>• Say the word out loud. Spell it out loud.</li><li>• Clap or grunt the syllables.</li><li>• Say the word in a silly way.</li></ul>	
LOOK SAY COVER WRITE CHECK	

## My child loves writing stories, should I correct all of the spelling mistakes?

No! Try to resist the urge to make lots of changes! First of all, encourage them to edit their work, like a real author would do. We use Purple Pen in school so you could too. Get them to read it slowly and check the punctuation and the phonics too. You might like to make some general suggestions such as check that all of the names have capital letters. If you would like to help with spelling then squiggle underneath a few words which should be spelled phonetically and get your child to check using their robot arms, or choose some Common Exception words which they could check using a mat.

### **How can I support my child with maths?**

Any opportunity to use maths in a real-life context is useful. For example, ask them to help you pay for things or calculate change when shopping. This will help to develop their reasoning and problem solving skills. Learning to tell the time, with the quarter hours, is another great way to support your child's learning at home. Talk about real-life measures such as grams and centimetres and look for fractions and position words like left, right and anti-clockwise too.

Also, you can help your child at home by practising their times tables (2, 5 and 10) regularly. Start by counting in these multiples. You could try up and down the stairs or when doing an action such as star jumps. You could use the journey time to school to give your child fun times table challenges or to make up word problems relating times-tables facts to real life.

Try to play board and card games like Uno and Top Trumps together as there are so many number skills embedded within these.

### **How can I support my child with other subjects?**

Talk about the world! Encourage them to ask questions and find out the answers to these.

### **My child says very little about what they do at school. How can I help?**

Visit the Learning Showcases, which are a chance to talk about your child's learning with them. Try to share Class Dojo with your child, especially the Class Story and get them to share which they enjoyed or can remember from the activities.

### **How can I support my child to be independent for their age group?**

Finally, you can develop their independence by encouraging your child to get dressed on their own or organise their belongings more independently. This will help enormously as they move up through the school! Encourage them to choose their own snack, pack their own book bag, and remember to bring it all the way to the classroom.