

## Reading and Writing in Year 2

### 1. Guided Reading:

- In Guided reading, your child will be placed within a book band appropriate to their level. Your child will read within a small group (anywhere between 2 and 6 children.) Guided reading sessions take place once a week.
- If your child requires it, they will read with an adult in addition to these guided reading sessions.
- Within each book band there are certain objectives that your child must meet before moving on. These are not just phonetic objectives, they could be for example: comprehension, character understanding etc. As soon as your child is ready to move up a band we will move them. Our groupings are very fluid.
- The children have a group 'Reading Journal' where book related tasks will be carried out after a Guided Read session with adult support. As they become more independent, they will start to complete these tasks on their own.
- Books need to be in school every day just in case we have to change the time-tabled Guided Read sessions for any reason. Books should be put into trays at the start of the day,
- Please read with your child as often as possible and put a comment in your child's reading record. This is a great way to communicate about your child's reading experiences. Ask questions about the story and discuss. It shouldn't be a chore!
- We buy books in sets of 6, so if your child loses 1, we have to buy a whole set. We may need to ask for a fee if books are lost.

### 2. Reading Comprehension and DIAL

- Children will be asked orally about their comprehension of a text during reading sessions or during class input.
- As the year progresses children may be given written comprehension tasks. The content/length will vary depending upon the child's ability.
- When questioning the children, we use:  
DIAL: Deductive, Inferential, Authorial intent, Literal.  
Deductive: Answer a question using clues from the text  
Inferential: Answer a question using clues from the text and their own experiences.  
Authorial Intent: How the author conveys something to the reader  
Literal: Can be picked straight from the text.

### 3. Phonics

- Children are divided into phonics groups according to which phase they are working within.
- Phonics takes place daily.

- We expect children to apply their phonics knowledge during any reading sessions.

#### **4. Reading for Pleasure**

- We have a class library, which we encourage children to use during school time.
- We want to instil an enjoyment of books rather than seeing it as something to endure.
- At home, please read *to* your child.
- Encourage reading material of any type: comics, newspapers, ICT, football programs.
- Once children reach a certain book band, we allow children to visit the main school library where they can take a book out and take it home to read.

#### **5. Other**

- We also share big books in school, which may be related to either literacy or our topic work.
- We have a set list of books, which cover a range of authors and themes that we read in year one. This is repeated with a new list in year 2, 3 etc.
- We will develop children's ability orally review a book during year 1.
- We encourage children to think about authors and develop their own opinions about which authors they like.
- Reading informs the child's writing therefore we place huge emphasis on it in school.
- We strive to ensure that all children can read the key high frequency words. You will find these in their reading diaries.

#### **6. Phonics in writing**

- We expect children to apply their phonics during all writing and we supply 'phonics mats' to support this.
- Please do not discourage your child from spelling something phonetically e.g. *foatoa*.
- However we do encourage the correct spelling of key words (as aforementioned).
- Do not get bogged down by the different ways of spelling a sound e.g. *er / ir / ur*. It is more important that they are 'having a go' at this stage.

#### **7. Handwriting**

- In year 2 we focus on correct letter formation and size, starting letters at the top and sitting them on the lines. We also focus on developing motor skills, posture and holding our pencil correctly in order to start joining our letters. Many children find this tricky to start with and children often go through a 'messy' phase as they experiment. Please do not worry, as it will sort itself out.

## 8. Range of writing

- Story writing
  - Instructions
  - Letters
  - Recounts
  - Labels, lists and captions
  - Poems
  - Persuasive texts
  - Descriptions
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- Whatever we write we aim to have a purpose. It is important that children have an audience and understand who is going to be reading their work.
  - We use ICT to write
  - Topic related writing so that it all links up and makes sense to the child.
  - Homework tasks linked to topic will reflect what we are learning about / have already learnt about in class.

## GAPS:

- There is big focus on grammar, punctuation and spelling particularly as the children progress through school. I will send spellings home every week which children should be able to read and write.
- We will use the correct names for words when writing e.g. 'adjective' not 'describing word' and 'verb' not 'doing word'.

## Other

- Crossing out policy and brackets and a cross
- WALT / date underlines - expectations
- End of Year 2: A side of A4.