

# Year Two Parent Reading Workshop 2018 Part 1

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English Lead




# Agenda 1.30-2.30

## **Part One: 30 minutes**

- ▶ Why reading is important?
- ▶ Curriculum expectations for Year Two
- ▶ How we teach reading
- ▶ Statutory Assessments

## **Part Two: 30 minutes**

- ▶ Games to play at home to support reading
  - ▶ The children will join us for some activities
  - ▶ Evaluation
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# Respect for All Learners for Life

Our aim is to create a love of books.  
We want our children to be readers for life.



# Children's Reading

‘Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.’

National Literacy Trust, *Children's and young people's reading today*, 2012



# Children's Reading

‘Children who read for pleasure are likely to do significantly better at school than their peers, making greater progress in mathematics, development of vocabulary and spelling.’

Sullivan & Brown, *Social inequalities in cognitive scores at age 16: The role of reading*, 2013



# Children's Reading

‘Parents aspirations for their children strongly predict their achievement.’



‘Children of parents who take an active interest in their education make greater progress than other children’



# Language

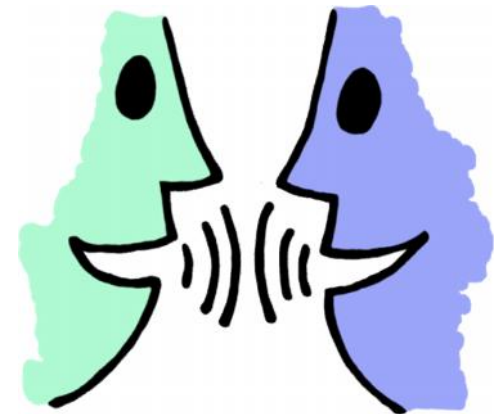
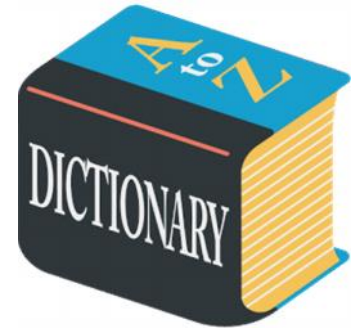
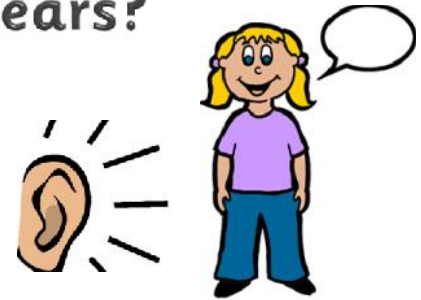
Language and literacy skills have a huge impact on a child's life outcomes. Recent research has shown that there is a significant gap between children with good and poor language skills when they begin school and that this gap remains consistent throughout their schooling.

**There is 30 million word gap between children from the poorest and wealthiest families by the age of 3 years!**



## So, what contributes to this variation in children's language development in the early years?

- ▶ The number of words children hear in the first five years of their life is linked to the size of their vocabulary at age five.
- ▶ Early knowledge about sounds and meanings of words affects how we learn to read
- ▶ The quantity of language a child experiences before learning to read has a substantial and long-term effect on their ability to learn to read.
- ▶ In addition, learning to read is also made easier by the variety of words a child has heard.





# Develop language by...

- ▶ Read to children daily, taking time to go over new words.
- ▶ Talk with children and encourage children to talk with one another.
- ▶ Use new and interesting words in natural conversations.
- ▶ Use gestures and facial expressions
- ▶ Sing with children and recite poetry and rhymes to playfully introduce vocabulary.



# Pie Corbett Stories

- ▶ The Papaya That Spoke
- ▶ Cat, Bramble and Heron
- ▶ The Magic Brush
- ▶ How the World was Made
- ▶ The Greedy Fox



# National Curriculum



## English programmes of study: key stages 1 and 2

National curriculum in England



# National Curriculum

## Reading – word reading

### Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

# Year 1 and 2 Common Exception Words

## 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	



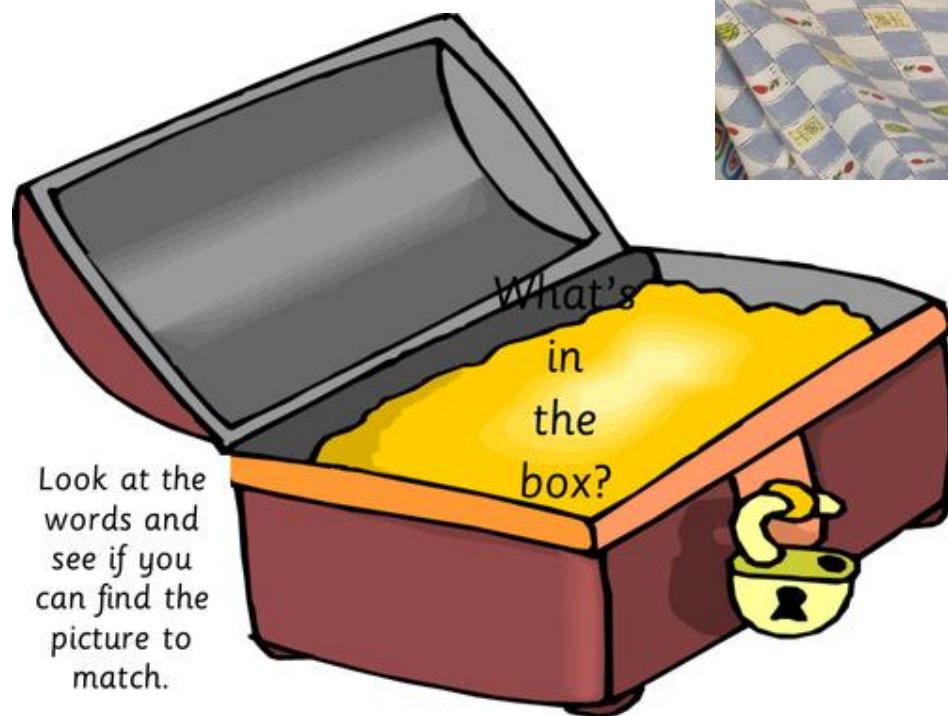
## Next 200 High Frequency Words

(in frequency order reading down the columns (water to laughed) then let's to grow)

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
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	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	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

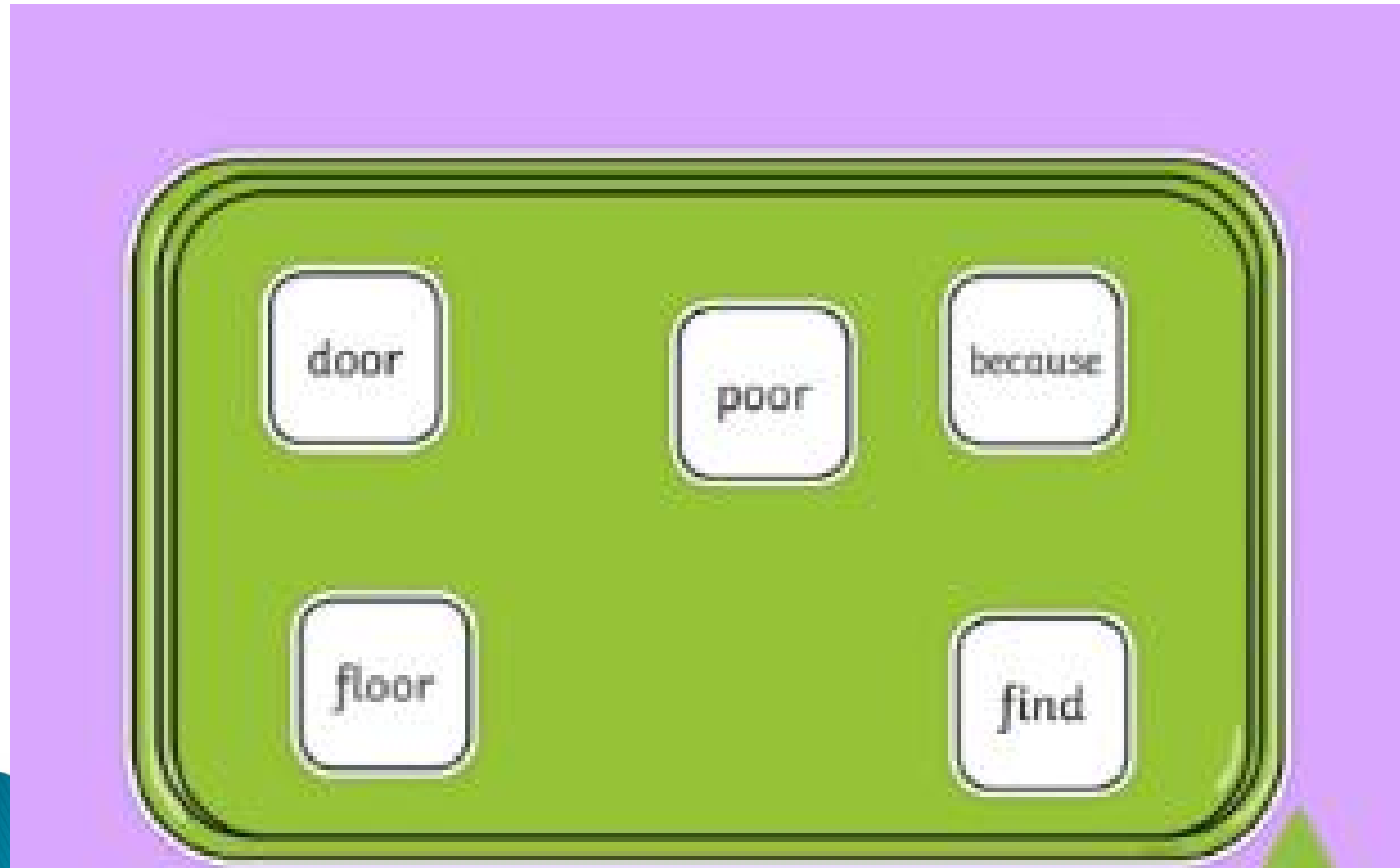






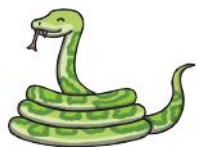


# What's on the tray?





## Snakes and Ladders High Frequency Words



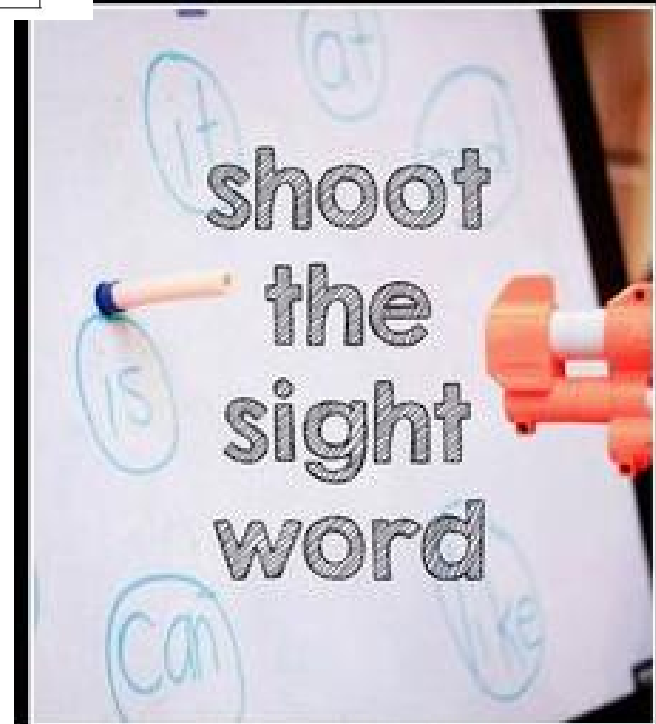
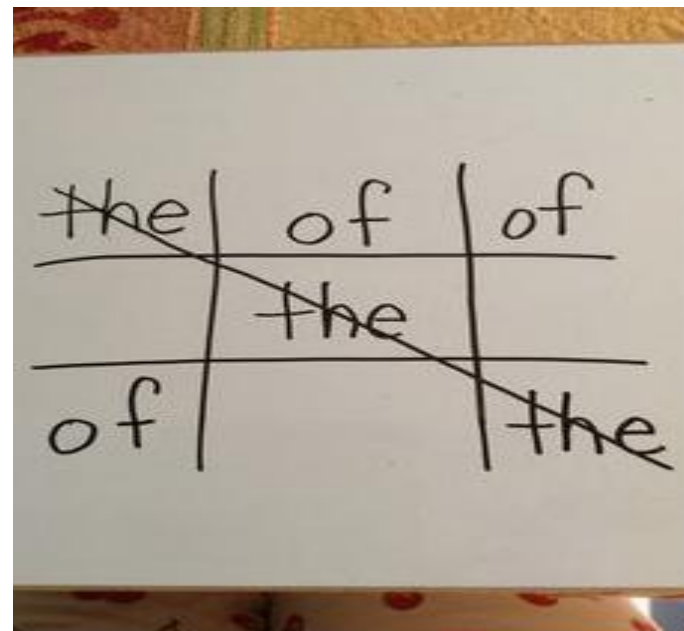
You will need...

- The Snakes and Ladders Board Game
- A dice
- A counter per player

How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the person with the second highest goes second and so on.
2. The player moves the counter the number of spaces shown on the dice. The player must then read the word on the board.
3. If a player lands on a snake's head, the player's counter slides down to the square at the snake's tail.
4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.
5. The first player to reach the finish is the winner!

other 20	wanted 21	going 22	where 23	Finish
19 couldn't	work 18	us 17	three 16	lots 15
shouted 10	first 11	car 12	man 13	after 14
new 9	did 8	small 7	next 6	magic 5
Start	tree 1	never 2	how 3	things 4





find  
kind  
mind  
behind