



**WELCOME TO OUR INSPIRE READING  
WORKSHOP FOR YEAR 2** |

# ALL FOR THE LOVE OF READING

Teaching children the skills of reading will increase their will to read.

Children who love reading, choose to read.

Reading develops children's vocabulary, understanding of the world and empathy.

A love of reading is the biggest indicator of future academic success! To develop a love of reading, children must have the skills to read, which is why we teach them using phonics.

# YOUR CHILD IS ON THEIR JOURNEY TO BECOMING A SKILLED READER.

In Reception, they learned all of the single letter sounds, the consonant digraphs and some vowel digraphs (digraph: two letters, one sound) and trigraphs (three letters, one sound).

In Year 1, children will learn the remaining graphemes in the Little Wandle Letters and Sounds Revised programme. These are alternative spellings for the sounds that they already know. The children will become more fluent readers and will read increasingly challenging texts.

# FLUENCY

10 sec – 43 sec

2:53 – 3:20

5:19 – 5:50

## Lesson structure

### Pre-read:

- word reading
- vocabulary support
- quick summary/hook

### Read the book:

- Children read the book aloud for 10 minutes.



### After reading:

- Teach prosody
- Repeated reading
- Comprehension discussion

# FLUENCY

The children read their book in school for 2 weeks with the teacher.

These books will then be sent home, to continue reading.

Book will need to be returned every two weeks in order to receive their new text.

# WHAT YOU SHOULD HAVE AT HOME

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabBooksComingHome>

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabHowWeTeach>

One reading book matched to their reading ability

One library or sharing book.

# WHAT IS MY CHILD TAUGHT IN SCHOOL?

In Year 1 and Year 2, children are taught a 30-minute phonics lesson every day.

They will also have an opportunity to apply their phonic knowledge to reading a book (matched to their level), three times a week.

Your child may need daily additional practice to help secure their learning. This is done with a teacher or teaching assistant.



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

## Reading practice record sheet

Date:	Book:		Phase:	Group Leader:	
Names	Session 1: Decoding		Session 2: Prosody	Session 3: Comprehension	Additional comments
	GPCs	Words			

Common



# SESSION 1 - DECODING

## GPCs

This stands for Grapheme Phoneme Correspondence.

It is the sounds in the front of the book.

/ai/ a, eigh	/ch/ tch, t	/l/ le	/s/ se
/ee/ e, y	/cl/ ch	/fl/ ph	/z/ se
/oo/ u	/jl/ g, ge, dge	/wl/ wh	
/igh/ y		/vl/ ve	

## Words

These are the tricky words and potentially new vocabulary they will see in the book.

Read the words together.

eight heavy spy catch adventure school  
giant giggled dolphin whale wave nose

Common exception words:

of to the into said do our their were

Check understanding

- Ask your child:
  - What do these words mean?

legendary radar navigator school fleeing  
breached bait

# **SESSION 2 - PROSODY**

This is the session where we hear your child read.

We will be supporting their fluency and decoding in this session and also modelling how to use expression when reading.

# SESSION 3 - COMPREHENSION

In this lesson we ask them questions based on what they have read.

This can be:

- Word recognition
- Inference
- Retrieval
- Predictions

We are checking their understanding of the text and in Year 2 we are always asking them 'How do you know' and trying to get them used to supporting their answer with evidence.

# **WHAT CAN I DO TO SUPPORT MY CHILD AT HOME?**

Listen to your child practise reading their phonics book to develop their fluency.

Read to your child daily – choose books that you can enjoy together. The love of reading books we send home are a great place to start.

Ask your child's teacher if you need extra help with supporting your child – that's what we're here for!










# **WHAT IF MY CHILD COMES ACROSS A WORD THAT THEY CAN'T READ STRAIGHT AWAY?**

If your child is unsure of a word, ask them to sound it out and then blend.

Ask them if they can spot any digraphs (two letters, one sound) or trigraphs (three letters, one sound) before decoding the word.

Never ask your child to guess words using the pictures or initial sounds as clues. If they are really struggling just read the word to them.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

**MY CHILD IS READING THE BOOKS FLUENTLY  
AT HOME, DO THEY NEED A MORE  
CHALLENGING BOOK?**

No, we want children to be able to read fluently and not find reading a chore.

Once they can read fluently, they can focus on adding expression when reading aloud and showing their understanding of the book. Use the prompts on the back page of the books to check your child's understanding.