

The Teaching Reading and Phonics in Year 2

Reading:

We use a range of books for children to experience, not keeping to one scheme. We encourage the children to experience a variety of texts. The children visit the school library once a week, learning how to use the resource and choosing a book of their choice to take home. We also read a variety of stories and share different books with the children during the school day. We have a selection of books, some based on the topics covered in lessons, and some just of the children's choice, in our book areas in the classroom.

Guided Reading sessions take place once a week, where children read, with an adult, in a small group of pupils at a similar level to them. The children take it in turns to read and then take part in a discussion about what they have read.

Reading record books are filled in by staff and parents and provide a clear link between home and school. Children receive bookmarks with their reading targets clearly displayed.

Written reading comprehension activities are set in order to consolidate understanding, take place most weeks within Literacy lessons.

Children also have independent basket books, which they can take home as often as they would like and follow the same book banding as the guided reading books.

Phonics:

In Year 2 we follow the Support for Spelling scheme which continues on from Phase 5 of Letters and Sounds, covered in Year 1. We begin by recapping the vowel sounds, then move onto prefixes and suffixes. Lessons involve practical and fun activities, as well as opportunities for children to apply the rules being learnt by writing them and putting them into sentences.

Lessons are taught in mixed attainment groups, and pupils choose their own level of challenge. Spellings are sent home each week, based on the sound pattern of spelling rule covered that week in lessons.

Read, Write Inc:

Children who are finding reading and spellings a challenge, are then able to follow a literacy support programme, called Read Write Inc. The children learn one sound a day and this builds up into set sounds. The session begins with phonics and builds up to writing. The children look at sound patterns and daily spelling tests are given for the sound covered. Books go home so that parents are able to support with the learning of the sounds and the formation of the letters.