

**HUNSLEY
PRIMARY**

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*Phonics
and
reading
in Year 2*



**Bug Club
Phonics**



Bug Club



Phonics in Year 2

Daily phonics lesson, building on from Year 1.

Phonics is taught through a scheme. At Hunsley Primary we use Bug Club Phonics.

Children are taught as a whole class.

Interventions in place for children who need extra support.

Pure sounds vitally important.

Phonics screening check in November 2021

Phonics screening



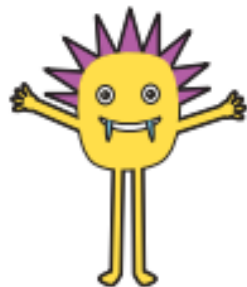
It is a national assessment and children read 40 words.
20 words are pseudo/alien words and 20 are real words.

The words get progressively harder and include multi-syllable words by the end.

The words begin with graphemes and phonemes from Phase 2/3 and moves through words containing graphemes and phonemes from Phase 4 and Phase 5 as well.

Section 1

sut



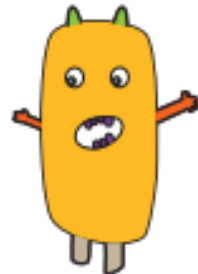
yad



dop



uct



Section 2

crust

trails

strip

scraps

Current phonics in Year 2



We are completing Phase 5 and for this we learn the different graphemes for each phoneme, discussing how they are linked.

Irregular/high frequency words are taught through language lessons.

| Phase | Unit | Focus | Irregular/high-frequency words |
|-------|------|---|--------------------------------------|
| 5 | 13 | wh, ph, | oh, their, people |
| | 14 | ay, a-e, eigh/ey/ei (long a) | Mr, Mrs, Ms |
| | 15 | ea, e-e, ie/ey/y (long e) | looked, called, asked |
| | 16 | ie, i-e, y, i (long i) | water, where |
| | 17 | ow, o-e, o/oe (long o) | who, again |
| | 18 | ew, ue, u-e (long o), u/oul, (short oo) | thought, through |
| | 19 | aw, au, al | work, laughed, because |
| | 20 | ir, er, ear | Thursday, Saturday, thirteen, thirty |
| | 21 | ou, oy | different, any, many |
| | 22 | ere/eer, are/ear | eyes, friends |
| | 23 | c, k, ck, ch | two, once |
| | 24 | c(e)/c(i)/c(y), sc/ st(i) se | great, clothes |
| | 25 | glel/gil/gly, dge | it's, I'm, I'll, I've |
| | 26 | le, mb, kn/gn, wr | don't, can't, didn't |
| | 27 | tch, sh, ea, zh, (w)a, o | first, second, third |

A typical lesson...

1. Start with the ABC song.

2. Revisit previous taught sounds/graphemes.


3. Teach and practice new sound/graphemes reading and spelling words containing these.


4. Apply during a written activity




abcdefghijklmnopqrstuvwxyz

1 Put a ring round the word that fits.

 danger
large
angel

 margin
giraffe
giblet

 giant
gypsy
ginger

2 Write in the best words for the missing words.

energy magic ginger margin large

A funfair came to town with a _____ number of caravans. The men needed lots of _____ to set up the shows and stalls. In the big tent, a clown with _____ hair and baggy trousers performed _____ tricks.

3 Circle the first letter in the words.
Write each of the first letters in one of the boxes in order of the alphabet.

margin engine gym urgent angel

Now write the words starting with these first letters in the boxes below.

¹ angel ² ³ ⁴ ⁵

Phonics in Year 2 cont...

We then move on to Phase 6. This does link to reading, but the primary focus is spelling. From this point the reading books are more about extending text understanding and increasing exposure to text types and vocabulary. Books will help the children apply everything they know and include the Phase 6 learning and Year 2 curriculum learning (such as suffixes, contracted words and homophones)

Reading in Year 2



Bug Club

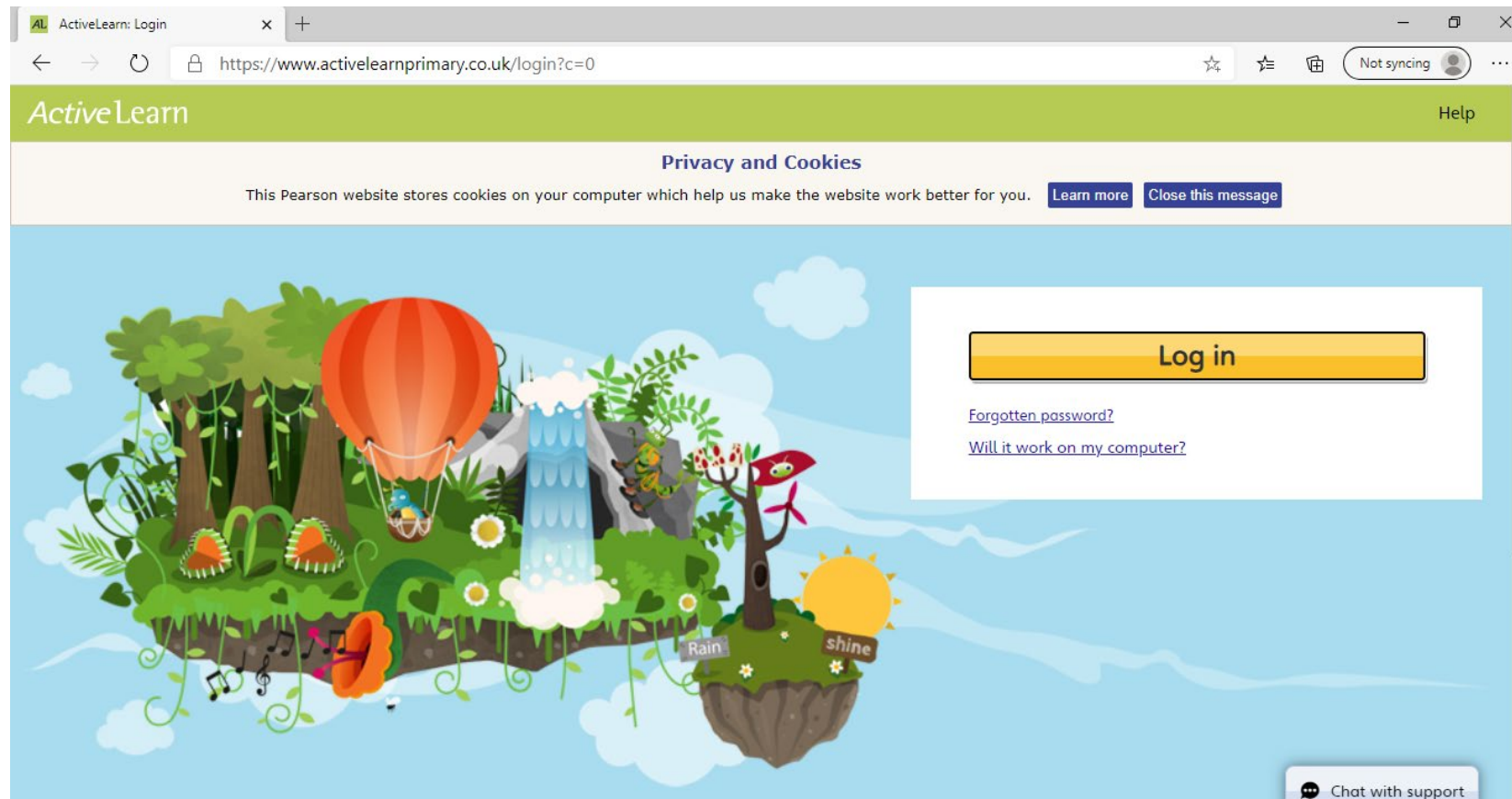
While we complete Phase 5, Bug Club reading books are linked to the sounds and graphemes being taught in phonics that week. Once we begin Phase 6 and focus on the Year 2 curriculum requirements, children work their way through Orange, Turquoise, Purple, Gold, White and then Lime books while in Year 2. They will progress at their own pace and do not have to read all the books on a level to progress.

Bug Club Online



Bug Club

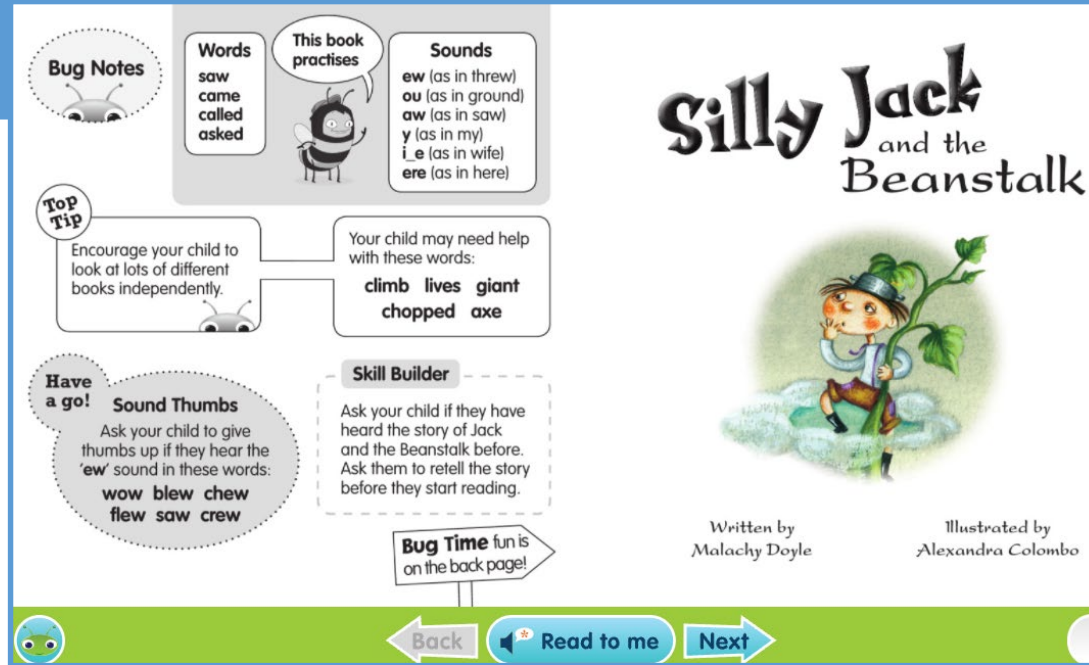
Log in details can be found at the back of your child's planner.
Books will be allocated online as well as being sent home.



How to help your child with reading at home.



Before reading, look at the front of the book and discuss the sounds and words.



It is important to discuss the features of each text with your child. For example, how a story book is different from a play or information text. It is also important to discuss the meanings of words your child is unsure about.



Play scripts have characters who take turns to speak and sometimes a narrator or stage directions to help us understand how the play is to be performed.



Information texts may have facts, headings, photos, pictures, diagrams, perhaps a contents page, glossary or index, labels and captions.

Questions and discussion



In your child's reading record there is a list of comprehension questions and discussion points you could use during and after reading with your child.

During reading lessons in school we focus on teaching how to answer the different types of questions that the children might have to answer.



Bug Club



Bug Club

Vocabulary

Find and explain the meaning of words in context.



Infer

Make and justify inferences using evidence from the text.



Predict

Predict what will happen based from the details given or implied.



Explain

Explain how content is related and contributed to the meaning as a whole.
Explain how meaning is enhanced through choice of language.
Explain the themes and patterns that develop across the text.
Explain how information contributes to the overall experience.



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.



Summarise

Summarise the main ideas from more than one paragraph.



Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text.
- Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/ middle/end of the story?
- In what order do these chapter headings come in the story?

Reading record



Please use the reading record to let us know when you have read at home with your child.

Please leave your child's book in their book bag as they will read in school too.

Please record when you have read any of your online Bug Club books or any other book you have read at home too.

Books will be changed primarily on a Friday. New online books will also be allocated as and when these are needed.

Assessing phonics and reading in Year 2



Ongoing teacher assessments are used to assess phonics knowledge. We also use online assessments which assesses reading and spelling of phonemes, high frequency words and Y1 and 2 common exception words.



Common Exception Words

Year 1

| | | | |
|--------|-------|--------|-------|
| a | his | push | was |
| are | house | put | we |
| ask | I | said | were |
| be | is | says | where |
| by | love | school | you |
| come | me | she | your |
| do | my | so | |
| friend | no | some | |
| full | of | the | |
| go | once | there | |
| has | one | they | |
| he | our | to | |
| here | pull | today | |

Year 2

| | | | | |
|-----------|-----------|---------|---------|--------|
| after | class | floor | most | pretty |
| again | climb | gold | move | prove |
| any | clothes | grass | Mr | should |
| bath | cold | great | Mrs | steak |
| beautiful | could | half | old | sugar |
| because | door | hold | only | sure |
| behind | even | hour | parents | told |
| both | every | improve | pass | water |
| break | everybody | kind | past | who |
| busy | eye | last | path | whole |
| child | fast | many | people | wild |
| children | father | mind | plant | would |
| Christmas | find | money | poor | |

Assessing reading cont...



Your child will read their reading book with an adult in school. We will assess their phonics knowledge, reading fluency and comprehension skills. We also assess reading during Guided Reading lessons.

Bug Club assessments, NFER assessments and previous SATS paper are also used to assess reading and comprehension.





Bug Club

Here is an example
of a Bug Club
assessment.

Name: _____

Purple B

Class: _____ Date: _____

Space Adventure

I'm putting on my spacesuit,
I'm feeling rather scared.
I don't know what I'll find in space –
I'd better be prepared!

It's nearly time for take-off.
I'm ready for the flight.
I've got to do the countdown –
I hope I get it right!

Ten ... nine ... eight ... It's starting!
The engines growl and roar.
Seven ... six ... five ... four ... three ... two ... one –
Into the sky I soar!



1 Why do you think the astronaut feels 'rather scared'?

2 Find and copy **two** words that describe the sound the rocket's engines make.



SATS in Year 2

In May 2022 we will participate in the national SATS assessments in reading (and maths.)

These support teacher assessment in these subject areas. Science and writing are also assessed by the teacher.

SATS assesses all the curriculum requirements for Year 2 for these subjects (reading, writing, maths, science)

There will be a further parent learn on SATS during the spring term to look at this in more detail. The following two slides give you an example of the papers used for the SATS reading assessments.

Key stage 1

English reading

Paper 1: reading prompt and answer booklet

| | |
|-------------|--|
| First name | |
| Last name | |
| School name | |

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/sta.

Total marks

The World of Ants



Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.

Practice questions

- a What kind of animal is an ant?

- b Find and copy two places you might see ants.

1. _____

2. _____

Ants underground

Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

Queen ant

The queen ant spends all her time laying eggs.



- 1 Which word in the text describes what worker ants are like?

Tick **one**.

sleepy ☐

noisy ☐

busy ☐

fast ☐

- 2 What does the queen ant do?

Tick **one**.

keeps the nest clean ☐

lays eggs ☐

moves eggs ☐

finds food ☐

Key stage 1

English reading

Paper 2: reading booklet

The Blackbird and his Wife
Plastics and the Environment

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016.
Further information is available on GOV.UK at www.gov.uk/eta.

Plastics and the Environment

What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

| Good points | Bad points |
|--|---|
| Plastics can be shaped into almost anything. | Plastics can be difficult to recycle. |
| Plastics are light and cheap to make. | Plastics can give off poisonous fumes when they melt. |
| Plastics can be produced in different colours. | Plastics are made from oil, which is running out. |
| Plastics do not rot. | Plastics do not rot. |

The problem with plastics

Some plastics can last for a long time without wearing out, but this means that it is very difficult to get rid of them when they are not needed. They may remain in rubbish dumps for hundreds of years. These dumps, called landfill sites, can be smelly, ugly and harmful to our planet.



Questions 9 – 18 are about
Plastics and the Environment (pages 8 – 9)

(page 8)

- 9 When were plastics first made?

(page 8)

- 10 Tick **two** good points about plastics.

Plastics can be...

nice to smell.

☐

any shape.

☐

grown.

☐

eaten.

☐

many colours.

☐

The logo for Hunsley Primary is a blue square with the school's name in white. The name is split into two lines: 'HUNSLEY' on top and 'PRIMARY' below it. Underneath the name is the tagline 'inspire · aspire' in a smaller font. The entire logo is centered within a large white circle.

**HUNSLEY
PRIMARY**

inspire · aspire

A decorative yellow dashed arc is positioned in the upper right area of the slide.

*Any
questions?*