

Helping your child  
to read and write at home



Year 2

Towngate Primary Academy

At Towngate Primary Academy, we follow the English National Curriculum (2014).

Our school aims for writing are:

- For writing to be seen as purposeful and enjoyable.
- For writing to be seen as an essential life skill.
- For each child to develop the necessary writing skills to be a competent writer.
- For each child to see themselves as a confident and successful writer.
- For writing to be developed across a range of meaningful contexts.
- For there to be a broad curriculum offering the full spectrum of writing genres.

Our school aims for reading are to:

- Provide a rich and stimulating reading environment.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- Foster an enthusiasm for and love of reading for life.
- To develop comprehension skills of inference and deduction.

# Reading

By the end of Year 2, most children should be able to...

- Read securely by sounding out
- Read common suffixes, e.g -ing -ed -er -est -ment  
-ness -ful -ly
- Read and re-read books with words they can sound out to build fluency
- Read common 'exception' words (words with unusual or uncommon spelling patterns)
- Discuss and express views about reading
- Retell familiar stories
- Ask and answer questions and make predictions
- Begin to make inferences (reaching a conclusion about what they have read, using clues from the text.)
- Recommend books for others to read

Here are some suggestions of ways you can help your child at home:

- Read to and with your child every day.
- Encourage your child to read a range of texts such as newspapers, comics, poetry and non-fiction.
- Discuss your child's reading choices with them.
- Join the local library so that your child has access to an even wider range of books
- Praise your child's efforts and encourage them to take an interest in reading in their free time.

How many of the following exception words can your child read?

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

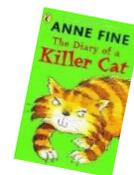
Here is a list of questions that you can ask your child when reading at home:

- Can you use your sounds and blend them together to read this word?
- Can you work out what this (unfamiliar) word means by reading the words around it?
- Can you change your voice when this character speaks?
- What was your favourite part of this book?
- Can you choose a character from the story that interests you, and say why?
- Have you ever been in a similar situation? What happened? How did you feel/behave?
- What happened in the story?
- Were you surprised by the ending? Is it what you expected?
- Can you predict what you think might happen next?
- What do you think will happen to that character now?
- Why did (a character) behave in this way?
- How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this?
- Is this book fiction or non-fiction? How do you know?
- What made you choose this book? What sort of book is this, and how can you tell?
- Is this book similar to any other books you have read in the past?
- Has the author put certain words in bold or in italics? Why do you think they have done this?
- Can you find the contents/index/glossary? Why does the author include these?
- Can you find any amazing adjectives?
- What adverb has been used to describe how the character ran across the field?

## Reading Recommendations for Year 2

Here at Towngate Primary Academy, we endeavour to foster a love of reading. We therefore encourage children to read for enjoyment and pleasure. Here is a list of books which are suitable for Year 4 that will help to develop a love of reading.

Title	Author
The Cat Who Lost His Purr	Michelle Coxon
Frightened Fred	Peta Coplans
Friends	Kim Lewis
Mog Stories	Judith Kerr
Mr Wolf's Pancakes	Jan Fearnley
Frog is Frog	Max Velthuis
Cat and Mouse Story	Michael Rosen
The Snow Lady	Shirley Hughes
Grace and Family	Mary Hoffman and Caroline Binch
The Adventures of Captain Underpants	Dav Pilkey
The Diary of a Killer Cat	Anne Fine
Little Wolf's Book of Badness	Ian Whybrow
The Magic Finger	Roald Dahl
Mrs Wobble the Waitress	Allan Ahlberg
Pirate School: Just a Bit of Wind	Jeremy Strong
George's Marvellous Medicine	Roald Dahl
The Giraffe, Pelly and Me	Roald Dahl
The Guard Dog	Dick King-Smith
Emily's Legs	Dick King-Smith

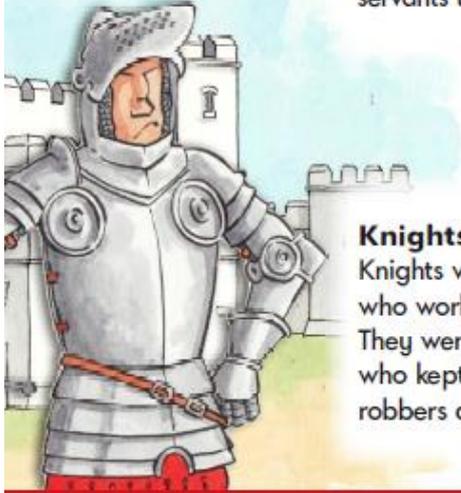


## Reading Comprehension Test

At the end of Key Stage 1 (end of Year 2), your child will be required to take a SATs test to test them on their reading comprehension. Here is an example of the types of questions your child may be asked in that test.

### **Lords and Ladies**

A castle usually belonged to a rich lord. He lived in the castle with his family. His wife was called a lady. Their children had their own garden to play in and lots of servants to do things for them.



### **Knights**

Knights were important men who worked for the lord. They were skilled fighters who kept the land safe from robbers and enemies.



**8** Who did most castles belong to?

Tick **one**.

jesters

lords

knights

servants



1 mark

**9** Find and **copy one** word that shows knights were very good fighters.

\_\_\_\_\_



1 mark

**10** Who did knights protect the land from?

\_\_\_\_\_



1 mark

By the end of Year 2, most children should be able to...

- Spell words by sounding out
- Learn to spell common 'exception' words (words with unusual or uncommon spelling patterns)
- Spell using common suffixes e.g -ing -ed -er -est -ment  
-ness -ful -ly
- Use appropriate size letters & spaces
- Develop positive attitude for writing and be able to write longer pieces
- Begin to plan ideas for writing
- Record ideas sentence-by-sentence
- Make simple additions & changes after proof-reading

## Here are some suggestions of ways you can help your child at home:

Help your child write a letter to their favourite author. Correspondence can often be sent to an author's publisher (whose details can be obtained on the internet) who will pass it on.

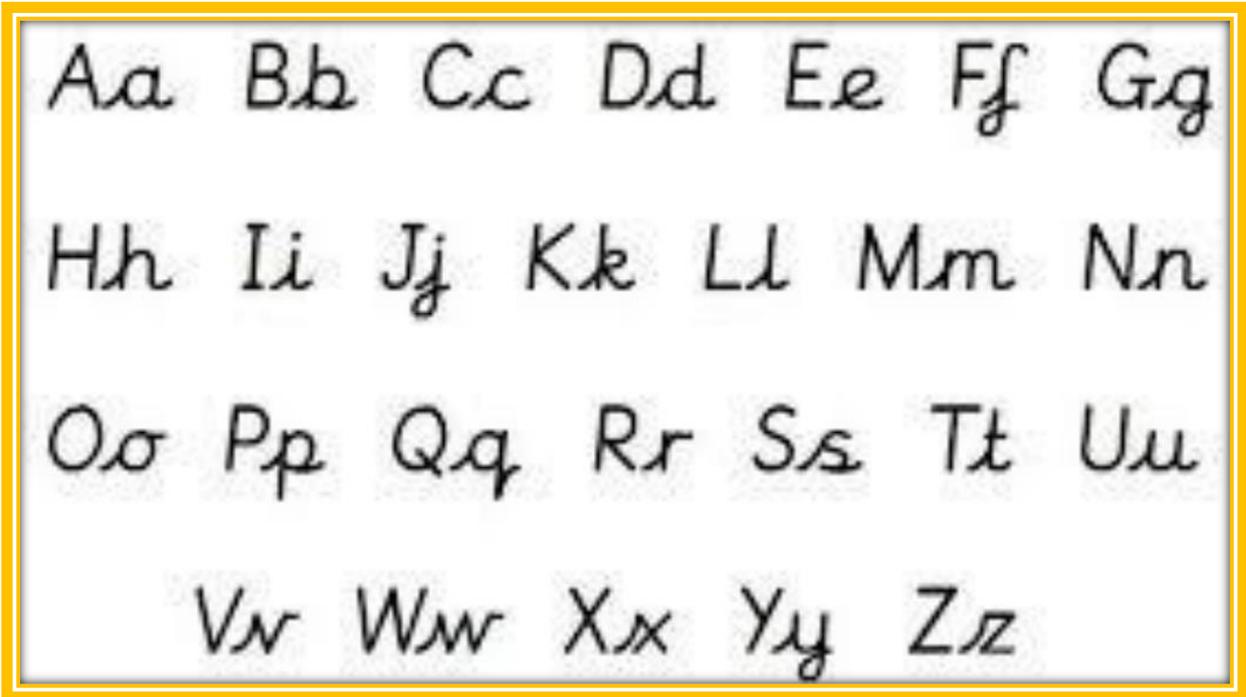
- When you go on holiday, encourage children to write postcards to friends or relatives. They could record things that you do in a holiday diary which they can share with friends or relatives when they get home.
- After making a cake or doing a craft activity, challenge children to write the recipe or instructions for someone else to use.
- Write an information page or booklet about something they find interesting e.g. spiders, Dr Who, dinosaurs, cats, etc. Draw a picture and label it or write a caption to go with it.
- Encourage your child to learn weekly spellings and phonic group spellings. Write the spellings in sentences with accurate punctuation and practise high frequency words and handwriting.
- Provide your child with a comfortable place to work and exciting writing materials. A dictionary and thesaurus would also be useful.
- Ask your child what his/her writing targets are from time to time and help them work specifically on these.
- Talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject.
- Help them to reflect on their writing, particularly the effect they hoped to have on the reader. For example, is the reader sufficiently prepared for the ending? Have they introduced all the characters?
- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

How many of the following exception words can your child spell?

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

## Handwriting at Towngate Primary Academy

At Towngate Primary Academy, we take pride in the presentation of our work. Children are taught to form their letters according to the following handwriting script:



# Grammar

By the end of Year 2, most children should be able to...

- Know what nouns, verbs, adjectives and adverbs are
- Use subordination – using...when, if, that, because
- Use coordination – using...or, and, but
- Know how to expand noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the Moon.)
- Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Make the correct choice of present tense and past tense
- Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming; he was shouting.)
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas to separate items in a list
- Use apostrophes to mark where letters are missing in

**Key Words:** noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.

Here are some suggestions of ways you can help your child at home:

### **Perfect punctuation**

Write a short piece of text with full stops in the wrong place. Read it through together. Does it sound right? Alter it by reading through and listening to hear when the sentence is complete. Correct accordingly.

### **Punctuation spotter**

Print off a piece of text from a book, magazine or the internet. Go through this, highlighting all of the capital letters and full stops. Make a chart to record, "When do we use capital letters?" Do the same with question marks, exclamation marks or verbs and adjectives.

### **Finish the sentence:**

Give your child some sentence stems and conjunctions – e.g. The dog ran over the road... when, because, next, etc.

Children compose appropriate endings. Discuss. Are the endings interchangeable? Does the meaning change according to the conjunction being used?

**Use conjunctions to make these sentences more interesting.**

7. I can't go swimming. I have forgotten my swimming trunks.

---

8. I'd like to go to the park. My mum won't let me.

---

9. The old woman wanted to feed her dog. There was nothing in the cupboard.

---

10. I bought some sweets. I ate them on the way home.

---

11. The teacher was cross. She was late.

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**Stretchy sentences: Can you stretch these sentences?**

To make them longer you need to add more information.

e.g. The boy went to the park.

The **happy, young** boy went to **play with his friends** at the **huge, exciting** park.

1	The fox had a tail.
2	The sea was calm.
3	The bat was squeaking.
4	We went on the slide.
5	The hedgehog has spikes.
6	I had an ice-cream.
7	An owl was flying.

## Grammar Punctuation and Spelling Test

At the end of Key Stage 1 (End of Year 2), your child will be required to take a SATs test to test them on their understanding of the Grammar, Punctuation and Spelling curriculum. Here is an example of the types of questions your child may be asked in that test.

1. Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

2. Tick the correct word to complete the sentence below.

I hope ..... we will play musical chairs at the party.

Tick one.

when

if

that

because

3. Tick one box to show where a **comma** should go in the sentence below.

Tick one.

Aisha found some red blue and purple beads in the box.

4. Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will •

• it's

you have •

• I'll

it is •

• didn't

did not •

• you've



Useful websites

## Useful websites

### Reading

<http://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<http://www.bbc.co.uk/education/topics/z3882hv>

<http://www.ictgames.com/literacy.html>

### Writing

<http://www.topmarks.co.uk/Interactive.aspx?cat=49>

<http://www.ictgames.com/literacy.html>

### Grammar

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://www.funenglishgames.com/grammargames.html>

[https://www.depts.ttu.edu/aged/gsp\\_materials/gsp\\_guide.pdf](https://www.depts.ttu.edu/aged/gsp_materials/gsp_guide.pdf)

## Contact Us

If you require any further support or guidance with supporting your child/children with English at home, please contact your child's class teacher or the English coordinator (Mrs S Davies).