



Crofton Hammond Infant School



Reading support at home in
Year 2

Aims

To recap the basics of a child's journey through phonics

A quick look at the phonic support resources we use that your child may talk about when you are reading at home

Talk briefly about how we assess your child in reading

Identify what your aims would be when reading 1:1 with your child

Supporting your child with decoding

Support with the kind of questions you could ask your child about the text

Any questions?

“Decoding”

Working out what the
words say.

Initial phonemes (sounds) and blending skills



Most of our children will be using these and blending many of the words they find in their books.

s l i p slip

● ● ● ●

Graphemes, digraphs and trigraphs

A grapheme is the way we write a sound

The 'k' phoneme can be written using a k ck or c

kite quack circle

A digraph is where two letters are making one sound

boat glue

A trigraph is where three letters make one sound

fight

Word reading

Decodable words

Words you can blend to read: **down**

'Tricky words'

You cannot sound these out. They are learnt as
'onsight' words: **said they there**

Other elements of word reading

Looking out for words that include things
such as...

Suffixes - ing est ed er ful ment - skipping runner hopeful

Compound words - two words that make one word
pancake football mailbox

Contractions - two words contracted to one
do not: don't He will: he'll

Plurals more than one.. babies churches

Phonic resources we use at school





























You may hear your child using these rhymes when you are talking to them about digraphs or graphemes that feature in the words they are reading to you.

ea



eat your peas

We use the phonic support cards below to help us when we are reading and writing.... You have a copy to take Home.

igh 	ie 	ai 	a_e 	oa 	ow 
y 	i_e 	ay 		oe 	o_e 
oo 	ew 	ee 	ea 	or 	ou 
ue 	u_e 	e_e 	y 	aw 	
		ey 			
ow 	er 	ur 	oi 	air 	
ou 	ir 		oy 	ear 	
				ar 	

Phase 3 and 5 Sound Mat

What are we looking for when reading with the children at home?

- Decoding the words
- Retelling the key facts or key events at the end
- Building fluency (over reading)
- Answering questions about what they have read out loud

This breadth of practise develops the all round reader and is reflected in how we assess children to gauge whether they can move up to the next colour band...



How do we assess children's reading in school?

PM benchmarking

This is an assessment scheme that is used widely by schools. It is used to assess whether your child is ready to move up to the next level. When assessing children's reading it is important to look at whether they are secure in all elements of reading. They are assessed in...

- **Their ability to decode the words - minimal mistakes are expected**
- **Their fluency - they must be able to read with good flow demonstrating an understanding of the text they are reading**

Their ability to internalise what they are reading -

This is done by asking them to retell either the story or the facts they have learnt from the text. This is essential for them as readers. The need to ‘read for purpose’ is crucial. If their reading is a decoding activity and they don’t understand or remember what they are reading, they will struggle as they progress in English and other areas of the curriculum as the demand for reading increases when they move up through the year groups.

So what do they have to do?

A series of comprehension questions:

Between 5 and 7 questions relating to what they have read.

These are:

Literal (where the answer can be found in the actual words themselves) for example:

“What was Bobby carrying on the way to school”

Inference (reading between the lines) - The answer will not be in the actual writing itself, for example:

“What do you think Bobby meant when he said....”

So our main aim at home....

Support children with their decoding

Support children with the broader areas
of reading

How will we go about doing this?

Get your child ready to read

Position - table or tummy

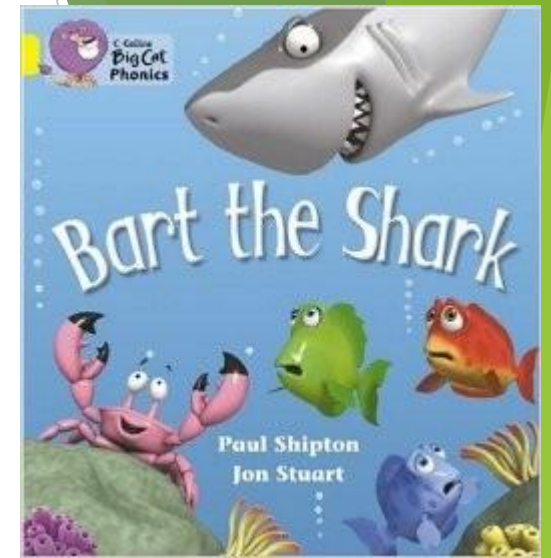
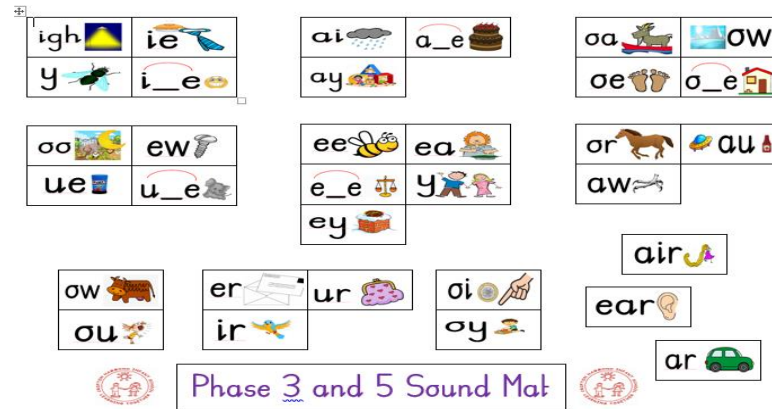
Timing - not late

Length of time - not too long -
about 10 mins



Try to look at the book before:

Pick out some key graphemes / digraphs that you may know your child is either working on in class or that appear frequently in the text



Pick out 2 or 3 tricky words that you know your child is working on.

Post it note and share before you begin.
Let's be detectives. Can you let me know when you spot them in the book.

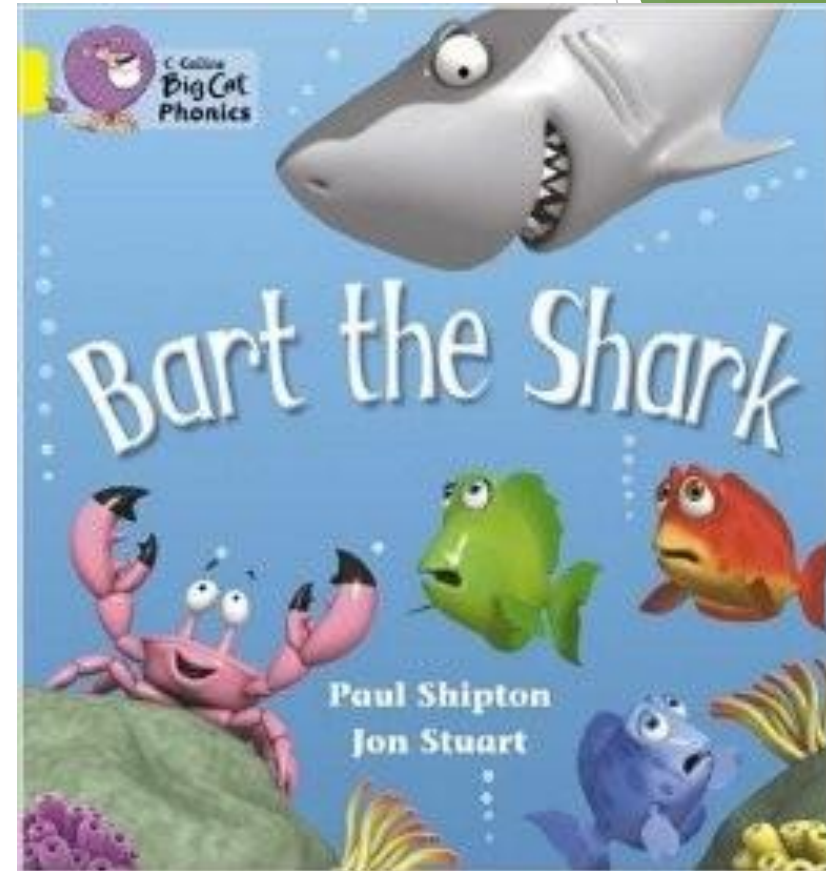


oa
ow

they
are
my

Prediction

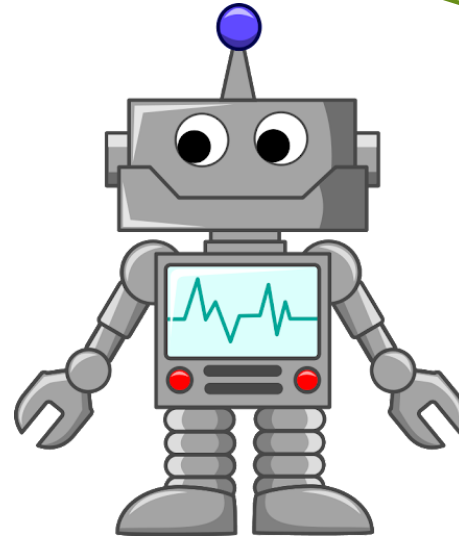
- *Look at the front cover
- *Who do you think the main characters are?
- *What do you think the story might be about?
- *Is it a fiction or non fiction book? How do we know?



Decoding

“Let’s blend the sounds we can see”

black
● ● ● ● ●



Robot the sounds...
they do this in our
phonics lessons!

I’m stuck
on a
word!

Can you spot any digraphs?

Spot the digraph.

Say the digraph out loud.

Now blend the word using the digraph.

oa ○○○

floating

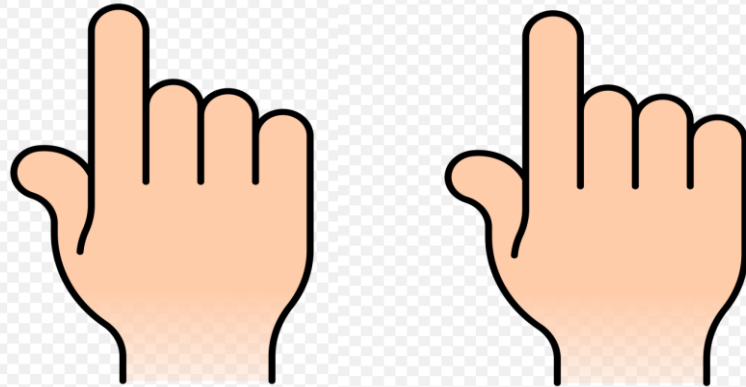
I'm stuck
on a
word!

Let's split the word into parts!

Hide each part of the
word in turn...

I'm stuck
on a
word!

Pan



cake

Use the pictures to
Give you a clue!
What do you think it
could be?

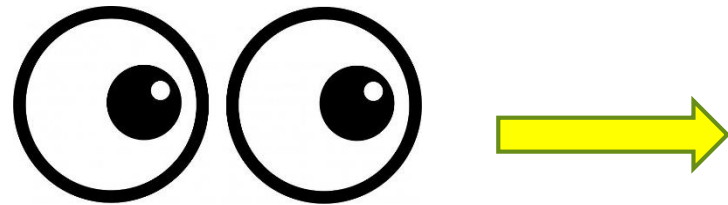
I'm stuck
on a
word!



He was wearing a
++++ jacket

Read past it to try and work out what it might be.

I'm stuck on a word!



It was an em+++++++ because the ambulance came.



Does that sound
right?

I'm stuck
on a
word!

If they read the word incorrectly....

Stop them.

Hmmm... If I was to read the sentence with the word you
have just read, would it make sense? Does that sound right?

The child **sturded** to cry.

Does that sound right?

The child **started** to cry.

Now it makes sense!

Questioning

Retrieving information from the text

This is very literal.

It helps make sure your child is comprehending and remembering what they have read!

Gauge when to ask the questions depending on your child's ability. They may only be able to answer questions at the end of each page.

“What did Jack put in his bag?”

They may be able to answer questions when they reach the end. If this is the case begin to ask them where in the text would you be able to actually find the answer to this?

What was Jack's reaction when he first found out he couldn't go to the party? Where in text are you able to find this out?

Questioning

Summarising

Retelling the story or relaying the facts from the book.

This does not need to be a test.

“This was a really good story. Can you try telling Mum the story when she gets home from work?”

Explaining

After reading a page or two start with an “I wonder question”...

“I wonder why John behaved like that?”

“I wonder why Rosie was so cross?”

Questioning

Inference

“Reading between the lines”

- Ask your child about how the character might be feeling or what they might be thinking. Why?
- Ask them what they think might happen next now we have found out what has happened so far.

John had tears running down his cheeks.

Literal: He was crying

Infer: He was upset because.....

Questioning

Themes and conventions

Fiction and non fiction - telling the difference.

Using non fiction features confidently

Comparing books

Language

Discussing words

“What does that mean? I wonder why the author chose that word?”

Identifying rhyme - chat about where the rhyming words are.

Year 2

The whole reader!

Setting up for the rest of their school
journey.

Questions.

Open door.