

Welcome

Year 2 English Workshop



Agenda

Writing

Spelling

Phonics

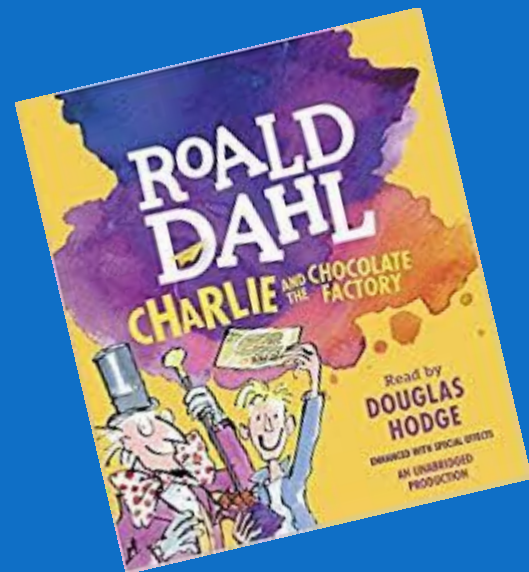
Reading:

Phonics

Word reading

Comprehension

Helping at home



Spelling

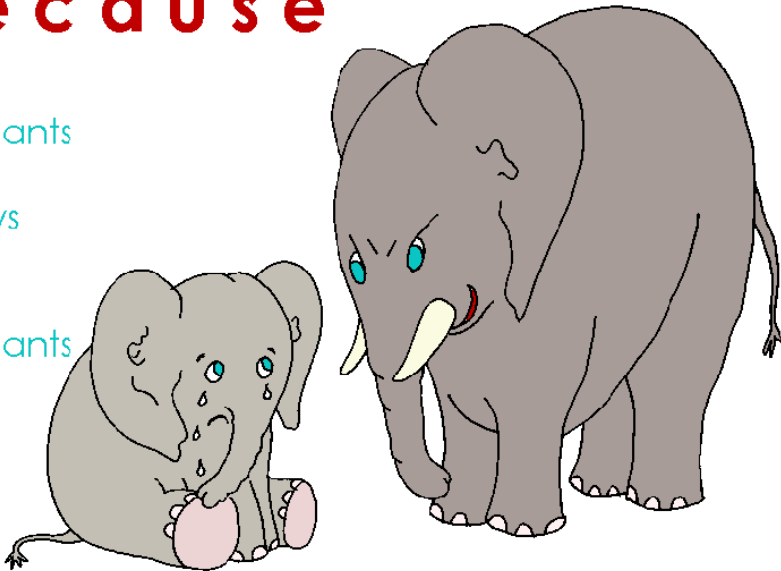
Children need to learn how to spell:

- National Curriculum words
- using all the taught phonetic sounds
- using mnemonics and by using words within words
- using suffixes

old	both	only	most
climb	wild	children	child
behind	mind	kind	find
because	poor	floor	door

because

big
elephants
can
always
upset
small
elephants



Prefixes

re- again reread	un- not unhappy
pre- before prewrite	mis- wrong They They misspell
over- too much oversleep	dis- not disagree
im- not impossible	non- not nonfiction

Suffixes

-ful full of colorful	-less without fearless
-ed already happened jumped	-ing happening now sitting
-ly how it is done slowly	-able able to growable
-er more taller	-est most biggest

Common Exception Words

Year 1 and 2 Common Exception Words

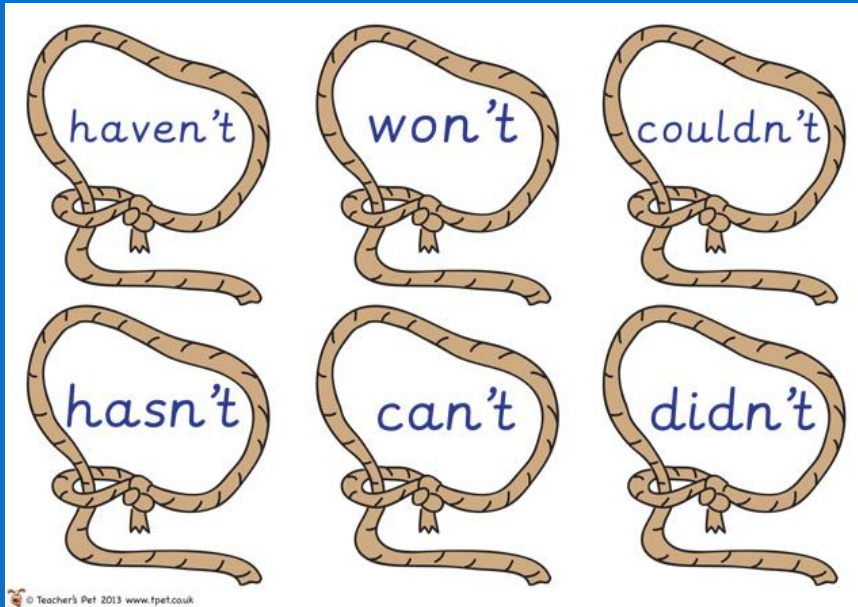
Year 1

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

Year 2

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

Contractions



Possessive Apostrophe

The cat's bed








The dog's bed



Homophones

Homophone

the same sound

right ✓	see 	hair 
write 	sea 	hare 

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there



their



they're



Suffixes

- - ment, -ness, -ful, -less, -ly

-ment

noun

refreshment
enjoyment
payment
disappointment
employment
management
government
punishment
treatment
agreedment

-ness

noun

happiness
brightness
gloominess
illness
sadiness
blackness
ugliness
politeness
silliness
latenness

adjective -ful

useful
careful
thoughtful
mindful
doubtful
hopeful
fearful
helpful
colourful

adjective -less

useless
careless
thoughtless
mindless
doubtless
hopeless
fearless
helpless
colourless

-ly

adverb



gracefully
proudy
badly
quickly
lazily
angrily
lightly
gently
hopelessly
narrowly

Split digraphs

- A digraph (2 letters stuck together) which has been split up. Another letter jumps in the middle.

Teaching the split digraph

tie	time
toe	tone
cue	cube
pie	pine



Phonics to support writing

- Rehearse sentences
- Say word and sound it out
- Remembering digraph sounds and applying in writing
- Breaking longer words into chunks
- Show increasing knowledge of phonics sounds

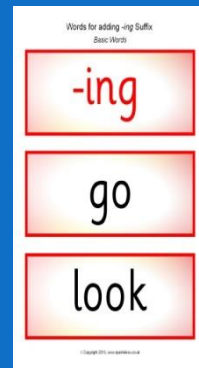
eg tim, tighm, tiem, time

Best bet!!



Phonics to support writing

- Applying new suffixes learnt eg s, es, ed, est, ing endings



- Re-reading to check phonics and spellings
- Learning spelling rules when adding a suffix to a root word. i.e. hop - hopping
hope - hoping

Phonics to support reading

- Confident readers - decode words and understand words
- Say each sound and blend together
- Need to notice digraph sounds in words
- Need to notice split digraphs
- Say sound correctly
- Be careful **blending** adjacent consonants



Phonics to support reading

- Breaking longer words into syllables - chunking
- Recognising common suffixes eg: ing, s, ly, est, ed
- Sounding out once then remembering the word throughout book
- Move on to reading without sounding out often
- Read fluently without sounding out and blending.
- Quickly recognise common exception words.



Reading strategies

Reread

from the beginning
of the sentence

I have a dog.



Skip

the word

Go back and re-read

- Read
- Skip
- Go back and reread



Look for **little words** in big words.



cat

Does it

look right?



Does it

sound right?



Does it **make sense**?



SAT papers

Finding words

"Where are we going?" Monster asked nervously.

"To that island," said Frog, pointing towards a tiny spot on the horizon.

"It's a long way," said Monster. "I don't think I like boats."

Monster was beginning to feel seasick.



8 What could Frog see on the horizon?

Tick **one**.

a boat

☐

the sun

☐

an island

☐

a beach

☐☐

9 Find and **copy one** word which tells you that Monster was not feeling well in the boat.

☐

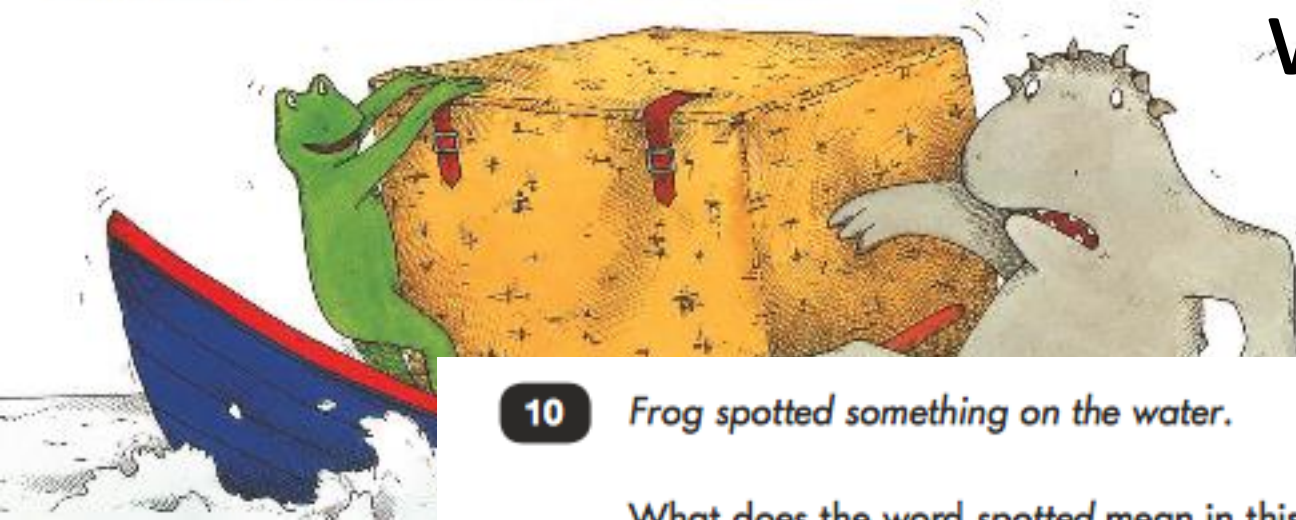
After a while, Frog spotted something on the water. It was a large basket.

Frog lifted the basket into the boat. One end of the boat tipped up in the air. The other end sank down into the water. The water started to come in.

Monster scooped out the water as fast as he could. But the boat was sinking.

"Monsters don't swim," said Monster.

"Don't worry," said Frog. "We haven't far to go."



SAT papers

Meaning of words

10

Frog spotted something on the water.

What does the word *spotted* mean in this sentence?

Tick **one**.

smelt

☐

heard

☐

felt

☐

saw

☐

SAT papers

Understanding the text



Just in time they reached the island, and carried the basket ashore.

Frog lifted the lid. "This is definitely our lucky day," he said.

It was somebody's picnic...

"This is what I call an adventure," said Frog.

Monster ate and ate until he was full up. He stretched out in the shade of a palm tree.

Frog felt tired too. Soon they were both fast asleep.

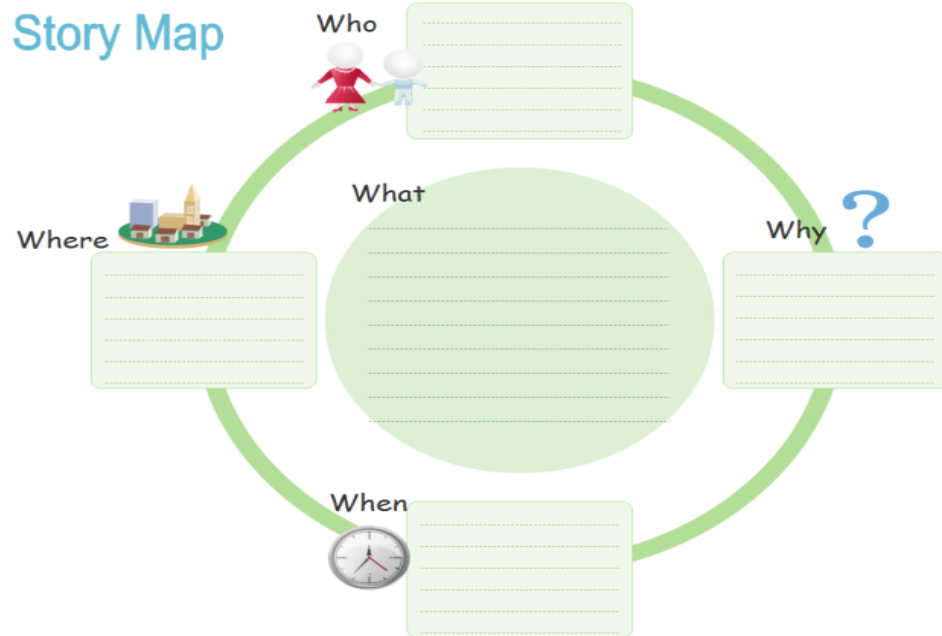
12 How do you know that Frog was excited?

13 What did Frog find inside the basket?

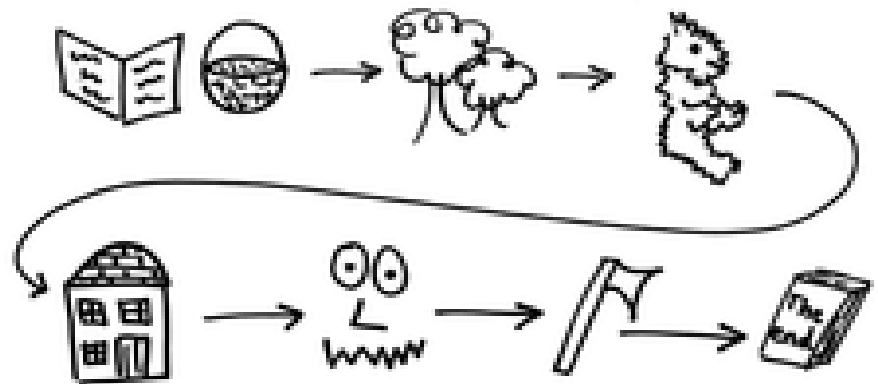
14 Where did Monster go to sleep?



Sequencing



Little Red Riding Hood



SAT papers

Sequencing

20

Number the sentences below from 1 to 4 to show the order they happen in the story.

The first one has been done for you.

They found a big basket.

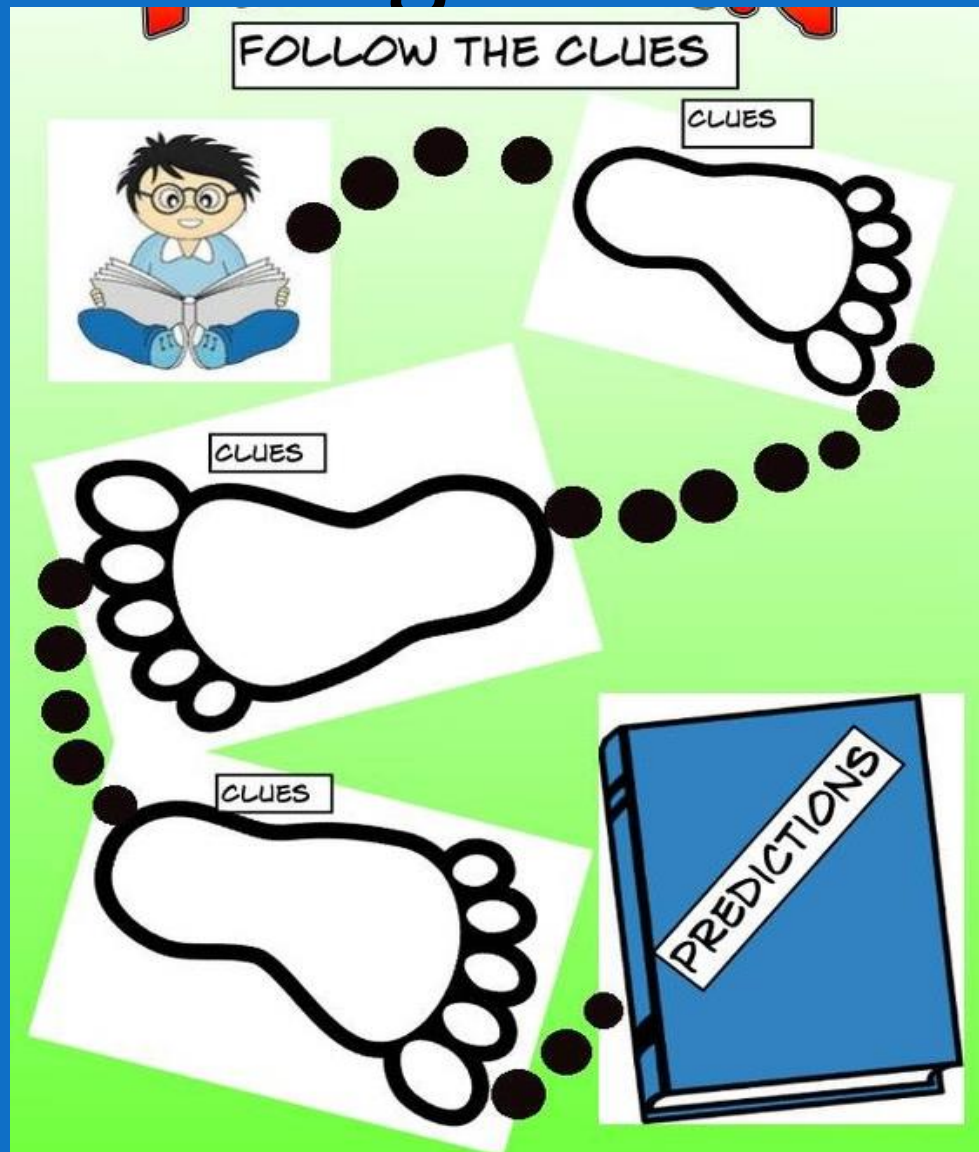
They fell asleep on an island.

They went in a boat.

The boat drifted away from them.



Predicting



SAT papers

Inference

Characters

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said, "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6 Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster
liked boats. ☐

A boat drifted
towards them. ☐

They were
by the sea. ☐

It was a
sunny day. ☐

7 Why was Monster worried?



Comparing books



Helping at home

Writing

Writing for a purpose

Spellings

Dictation

Handwriting

Games

Websites

Reading

Reading books

Reading for a purpose

Talking about the books

Family reading

Visit the Library or
book shops



Character Description

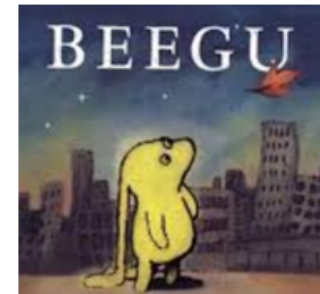


This week in class, we will be writing a character description about Flat Stanley. Next week in class your child will be writing a character description about their favourite book character.

To help them with this, please help your child to choose a character from their favourite book and send in a picture or the book to school.

It would help if you could discuss the character with your child e.g. what the character looks like, what their personality is like, if the character changes in the story and would your child like to be that character.

Many thanks!



Thank you for coming

**Please complete the feedback
sheet**