



**Honeywell**  
INFANT SCHOOL

# Helping Your Child At Home: English

Year 2

# Spoken Language

- Discuss new words you come across in books, on the television, on CDs, on information cards at museums, lyrics in songs and nursery rhymes.
- Encourage children to ask the meaning of unknown words.
- Admit when you don't exactly know what a word means. Then look up its meaning together.
- Never criticise your child's articulation or speech patterns. Instead, repeat their statements back to them with the correct pronunciation or word usage. Give your child lots of praise for their efforts.
- Don't be afraid of using 'sophisticated' words, in fact throw some in every now and then.
- Tell stories and make up stories.
- Identify words from other languages that we use in English
- Follow your child's lead. What interests them? Learn vocabulary about that subject area.

## Word Reading

The Expected Standard

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*
- read words accurately and fluently without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation

Greater Depth: NA (all GD statements for reading refer to understanding and discussion)

### 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	

## Common Suffixes

- es	- ing	- er	- est	- y
- ment	- ness	- ful	- less	- ly

## Comprehension

- **Inferring**

How do you know?

What does the author 'show' not 'tell' us?

- **Making connections**

With other texts, other authors, other versions of that story, with personal experiences.

- **Predicting**

Making plausible predications based on what has been read so far.

- **Summarising**

Retelling the main parts of a story in their own words.

- **Questioning**

Asking questions about plot, character actions, meanings of unknown words to ensure understanding.

- **Visualising**

Creating pictures in their heads as they read.

- Have a go at using the comprehension strategies: inferring, making connections, predicting, summarising, questioning and visualising
- Read to and with your child daily (include a range of text types such as recipes, signs, posters, newspapers)
- Pretend you don't understand e.g. 'I wonder why she did that?'
- Articulate how you feel about the plot and different characters.
- Make links to your own experiences.
- Identify similarities and differences with books by the same author / books of the same genre.
- Check for understanding at the end of a page or paragraph by asking your child to re-tell that section in their own words.
- Discuss the meaning of unknown words.
- Discuss stories that you have read.
- A word of caution:
  - It can be easier to ask comprehension questions when you are reading to your child.
  - If they are reading to you it should be a book which they can read 'comfortably.'
  - Use these methods sparingly, mainly just enjoy the story.

# Spelling

1 Memory strategies for spelling

## Syllables

To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember.

**Sep-tem-ber**  
**ba-by**

2 Memory strategies for spelling

## Base words

To learn my word I can find its base word.

**smiling**   **smile + ing**

3 Memory strategies for spelling

## Analogy

To learn my word I can use words that I already know to help me.

**could:**  
**would, should**

4 Memory strategies for spelling

## Mnemonics

To learn my word I can make up a sentence to help me remember it.

**people:**  
**people eat orange peel like elephants**

## Using Sticky Notes

Place sticky notes in suitable places around the room at eye level.



 **Look**

**Say** 

 **Cover**

**Write** 

 **Check**


## Writing the Word in Fancy Letters

**bubble**  
**cursive**  
**italic**

## In Sand


Or using different materials;  
**paint, clay, paper.**

Using different textures;  
**sandpaper.**



## Speed Writing

How often can you write the word correctly in one minute?



# Handwriting

- Tall Letters: tall letters that stretch up to the top line
- The 'tall' part of a lower case letter is called the ascender: b, d, h, k, l & all capital letters
- Short Letters: short letters that sit entirely in the middle section: a, c, e, i, m, n, o, r, s, u, v, w, x, z
- Round Letters: short letters that are formed with an anticlockwise 'c' shape: a, c, d, g, o, e
- Descender Letters: swing below the line and go down to the bottom line: g, j, y, p
- The letter 't' is the only letter of its size i.e. between a short and tall letter. The letter 'f' is both tall and descends.
- Encourage your child to look at the 'size' of their letters in relation to each other. Are the tall letters tall? Are the short letters short?
- Ensure that capitals are obvious, especially the ones that are the same shape when lower and upper case e.g. r / R vs. o / O
- Encourage your child to join some letters

# Composition

- Invite children to write regularly but in short bursts.
- Offer opportunities to write for a variety of reasons but for a definite purpose such as stories for a younger sibling, shopping lists, thank you letters, notes and postcards to family and friends.
- Discuss stories with your child. Talk about the structure, the characters and settings.
- Re-read the same story to build familiarity and to embed language.
- Look for similarities and differences between stories that might share similar characters or themes.
- Look at stories in different formats such as dance, comics, CDs and theatre performances.

# Useful Websites

## Reading

Here is a list of websites where you can find free online books:

**Oxford Owl** - <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

**Book Trust** - <https://www.booktrust.org.uk/how-we-help/have-fun-at-home/storybooks-and-games>

**Free eBooks for Kids:** <https://www.tckpublishing.com/free-ebooks-for-kids>

**Teachpal: Free ebooks for Children** – <https://www.teachpal.co.uk/posts/free-ebooks-for-children>

## Phonics

Here is a list of website to support phonics at home through interactive games and rhymes:

**Phonics Play** - <https://www.phonicsplay.co.uk/>

**Phonics Bloom** - <https://www.phonicsbloom.com/>

**Star Fall** - <https://www.starfall.com/h/ltr-classic/>

**ABC Phonics** - <https://www.abcphonics.com/>

## Spelling

Here is a list of websites to support with spelling at home:

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

**Crickweb** - <http://www.crickweb.co.uk/ks1literacy.html>

**Spellzone** - [https://www.spellzone.com/word\\_lists/index.cfm](https://www.spellzone.com/word_lists/index.cfm)

