



OVERCHURCH
INFANT SCHOOL

A Guide to Reading



Year Two

2021-22

Book Bags

Every child in school receives a clear, plastic book bag with their name on. These bags are provided to protect our books; please do not use these to carry or store water bottles. We have invested a great deal of money in brand new books and need your help to keep them in good condition for all children to enjoy. **Damaged or lost books will incur a replacement fee of £5 per book.** Please send your child's book bag in every day along with their yellow home reading record.

Reading Records

Reading records are used to communicate between home and school. Please write the date, the name of the book and any comments in the boxes provided. Comments are not needed every day; a signature is sufficient to evidence home reading with your child.

These records are only for communication about reading. If you wish to leave the teacher/s a message about any other aspect of school life, please use the school email or leave a message at the office.



National Curriculum expectations for Year Two Reading

Reading – word reading

Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Phonics

At Overchurch Infant School, we have developed our own planning and resources based on the government approved programme 'Little Wandle Letters and Sounds Revised'. Some of you may be familiar with the 2007 Letters and Sounds but the revised programme is much more challenging and is delivered at a faster pace than in previous years. All children are expected to be confident, fluent readers by the middle of Year One in order to access the Phonics Screening Check which is a national government test administered in June. Children are asked to read 20 real and 20 nonsense words and you will be informed of their scores in the Summer Term.

We teach the children using a systematic, synthetic approach. This means that children are taught to say the sounds in order through a decodable word and then blend to read it (e.g. c-a-t cat). Tricky words are words that cannot be sounded out and are taught by identifying the tricky part of the word (e.g. to where the o makes an *oo* sound rather than an *o* sound). *If you require more information about how we teach Phonics, please see our videos on the Phonics section of our website.*

The programme is sequenced into five phases. Phases One to Three are taught primarily in Reception and revised at the beginning of Year One. The focus of Year One is to master the final phases, Four and Five. At Overchurch Infants, we separate Phase 5 into Phases 5a, 5b and 5c as this helps us to track gaps in children's learning more easily. 5c is the final part of the programme and prepares children for more complex reading and spelling rules in Year Two

Children are assessed on entry using our robust phonics assessments and then half-termly throughout the year. Any children who are 'off track' and falling behind with our Phonics programme will be offered 1-1 or small group intervention to catch up with their peers as quickly as possible.

Reading at school and home

Following phonics assessments and book band reading assessments, Year Two children will be placed in reading groups from mid-September. Some children will also read individually to an adult in addition to their group sessions. Please do not worry if your child starts the academic year on a lower book band than the one they had at the end of the previous year; this is very typical of young children returning from a six week break and we will ensure they are back on track as soon as possible.

All children in Year Two read in a group with an adult once a week and keep the book for two weeks. The first session is focused on decoding the words. The adult tunes into each child individually to determine how they are applying their phonics skills to read new words. The second session is focused on developing **fluency and understanding**. The teacher will stick a slip in your child's yellow record to indicate the book your child has read in school. You will then be able to **log on to your child's online reading account** to access this book and assist your child in reading it confidently. This book will change fortnightly but older books will remain on your child's account to return to.

Our Book Bands

Pink A – Early Phase 2	Yellow - Phase 4
Pink B – Later Phase 2	Blue – Phase 4
Red A – Early Phase 3	Green – Phase 5A
Red B – Later Phase 3 (digraphs)	Orange – Phase 5
Turquoise– Phase 5 and beyond	

Once children have completed Turquoise band and secured their Phonics knowledge, they are ready for the more challenging bands which have more of a focus on comprehension. They move through Purple, Gold, White and Lime before reaching 'Rainbow band' where the child is a 'free reader'.

Our online reading portal is Big Cats for Letters and Sounds eBooks and your child's log in details will be stuck in the front of their yellow reading record book when we have finalised them. In addition to the e-book, your child will be able to read another phonically decodable book from their colour band when they choose to change it but these will not necessarily be a perfect match and will not have been practised in school beforehand.

Reading Stars

A child receives a reading stamp on the class reading reward chart each time they have read either book box book, coloured banded home reader or online book at home and had their book signed by an adult. There is a maximum of one stamp per day and children will receive one stamp for weekend reading. Teachers **check the children's yellow reading books each day and will tick the parent's comment and/or signature** when a stamp has been awarded.

When a child receives their fifth stamp, they are awarded a golden star on the chart. The star system then develops as follows and children will receive certificates in a special Reading Stars assembly which we hope to welcome parents into school to join us in if restrictions allow.

You will be contacted to attend the celebration assembly via Parent Mail.

5 STARS BRONZE AWARD

10 STARS SILVER AWARD

15 STARS GOLD AWARD

25 STARS PLATINUM AWARD

OVER 25 STARS – SPECIAL BADGE

Reading for Pleasure

At Overchurch, we place good quality story, non-fiction and poetry books at the heart of our curriculum. Books are carefully chosen for each topic to engage and inspire the children to develop a passion for reading. We want children to move **from 'learning to read' to 'reading to learn' and for enjoyment as soon as possible. In this regard, children will bring home a 'Book Box' book each day** with their banded phonics book. These books are clearly marked with a neon orange sticker and are for you to read to your child; they are not at a suitable level for your child to read themselves. We always encourage snugly, comfortable reading so the experience is pleasurable and memorable for children. Children also will develop preferences and favourite books so may

bring the same book home more than once. The 'book box' books are chosen by your child each morning as part of their daily routine.

In school, children have Read Aloud time each day and this can be a story, poem or non-fiction book which has been selected for the class from their special box. The children also listen to and join in with rhymes each day as they have their snack. These experiences are beneficial as reading aloud to children allows them to relax, enjoy the text and absorb the language they are hearing.



