

# Year 2 English: Parent Guidance

The next 5 weeks English planning will be based on books by Julia Donaldson. I have chosen these books because children enjoy them and they are some of the most accessible. You may have copies at home but you can also watch the books being read on YouTube or as animated films on the BBC at

<https://www.bbc.co.uk/programmes/p06vkmht>

Week	Book Title	Writing Focus
Week 6	The Snail and the Whale	Description
Week 7	The Highway Rat	Character
Week 8	Room on the Broom	Poem
Week 9	Stick Man	Story
Week 10	The Gruffalo	Book Review

I suggest your child spends approximately 40 – 60 minutes per day developing their English skills as several short sessions or all at once. However, children are very different. Some children may be finding it difficult to learn at home while others love it. Your child's happiness is crucial so do what works for your family.

Ideally, your child will spend time focusing on spelling and phonics; writing and book study and reading. I feel the following daily timings would be appropriate for this age and sufficient to develop their learning:

- Spelling and Phonics: 10 - 15 minutes
- Writing and book study: 20 - 30 minutes
- Reading: 10 minutes (at least)

The children's learning has been designed to follow the national curriculum and ensure that they have covered everything by the end of year 2. They have already been taught most objectives but will need reminding. Objectives are repeated several times throughout the year and the children understand a little more each time.

## **Online Learning**

There are lots of lessons that have been created for online learning. It may suit your family better to use these lessons instead of or as well as the lessons I have planned below. As long as your child is following the national curriculum for year 2 I am delighted!

- The government have created an excellent series of lessons that are presented by teachers at the OAK National Academy <https://www.thenational.academy/online-classroom/year-2> The children are learning through The Firework Makers Daughter which is an excellent book and will provide more challenge than the Julia Donaldson books in my planning. If your child follows these lessons they will need to start from week 1.
- The BBC have created 'BBC Bitesize daily' which are another set of excellent lessons and can be found at <https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

- Twinkl have a vast collection of resources at <https://www.twinkl.co.uk/resources/literacy> They are free for the duration of the lockdown. Unlike the BBC and the OAK National Academy, these resources are designed to supplement other learning.

## **Phonics & Spelling**

- In year 2, phonics focuses on the more unusual phonic rules.
- Short sessions of 5 – 10 minutes are perfectly adequate. Your child is not expected to remember the rules and spelling patterns after their first session but will need to repeatedly revisit.
- There are games and activities that match many of the phonic and spelling lessons I have planned at <https://spellingframe.co.uk/>

## **Common Exception Words (CEW)**

- Common exception words are exceptions to the phonic rules.
- I suggest you test your child's knowledge of the year 1 and 2 CEW.
- If your child can spell all the year 1 & 2 words, move onto the year 3 & 4 words.
- Spend 5 – 10 minutes per day learning unknown words. Your child may prefer doing this with an adult, a pencil, paper and repetition of writing them. Or, they may prefer to use the one of the many apps or websites that are available:

<https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

<https://www.ictgames.com/mobilePage/literacy.html>

[https://www.spellzone.com/word\\_lists/games-259517.htm](https://www.spellzone.com/word_lists/games-259517.htm)

[https://cdn.oxfordowl.co.uk/2016/03/04/14/54/32/679/19038\\_content/index.html](https://cdn.oxfordowl.co.uk/2016/03/04/14/54/32/679/19038_content/index.html)

<https://www.spellingshed.com/en-gb> (free 30 day trial)

<https://spellingframe.co.uk/>

To learn new words, look at the part of the word your child finds difficult and focus on that. You could write the tricky part in another colour to help your child remember it e.g. pretty, class, any

Think of a mnemonic (memory aid) e.g. because (big elephants can't add up sums easily), said (snakes and insects dance

Say it as it is spelled e.g. poor (poo-er), climb (clim-b), even (eeven)

Draw visual prompts

they<sup>a</sup>re their there<sup>↻</sup>

Use whatever you can think of to help your child to remember the words – I find the sillier the better!

## Common Exception Words

Year 1				Year 2				
a	his	push	was	after	class	floor	most	pretty
are	house	put	we	again	climb	gold	move	prove
ask	I	said	were	any	clothes	grass	Mr	should
be	is	says	where	bath	cold	great	Mrs	steak
by	love	school	you	beautiful	could	half	old	sugar
come	me	she	your	because	door	hold	only	sure
do	my	so		behind	even	hour	parents	told
friend	no	some		both	every	improve	pass	water
full	of	the		break	everybody	kind	past	who
go	once	there		busy	eye	last	path	whole
has	one	they		child	fast	many	people	wild
he	our	to		children	father	mind	plant	would
here	pull	today		Christmas	find	money	poor	

## Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	

### Writing and book study

- We plan most English lessons around a book so we can study/ discuss the book and use it as an inspiration for writing.
- If you have a copy of any of the books we study, it would be great for your child to read it several times during the week. Alternatively, choose another book of a

similar length to the Julia Donaldson books for them to re-read several times. Each time they read, encourage your child to develop their pace, rhythm, fluency and expression. It may be useful to video their first reading and their last reading – I bet there will be a huge difference!

- When writing, please ensure your child remembers capital letters and full stops.
- In year two, children learn about 4 types of sentence:
  - Statements: tell us something e.g. The sky is blue.
  - Questions: ask us something e.g. Is the sky blue?
  - Commands: order us to do something e.g. Look at the sky.
  - Exclamations: sentences showing strong emotion, starting with a 'how' or 'what' e.g. What a beautiful sky that is!

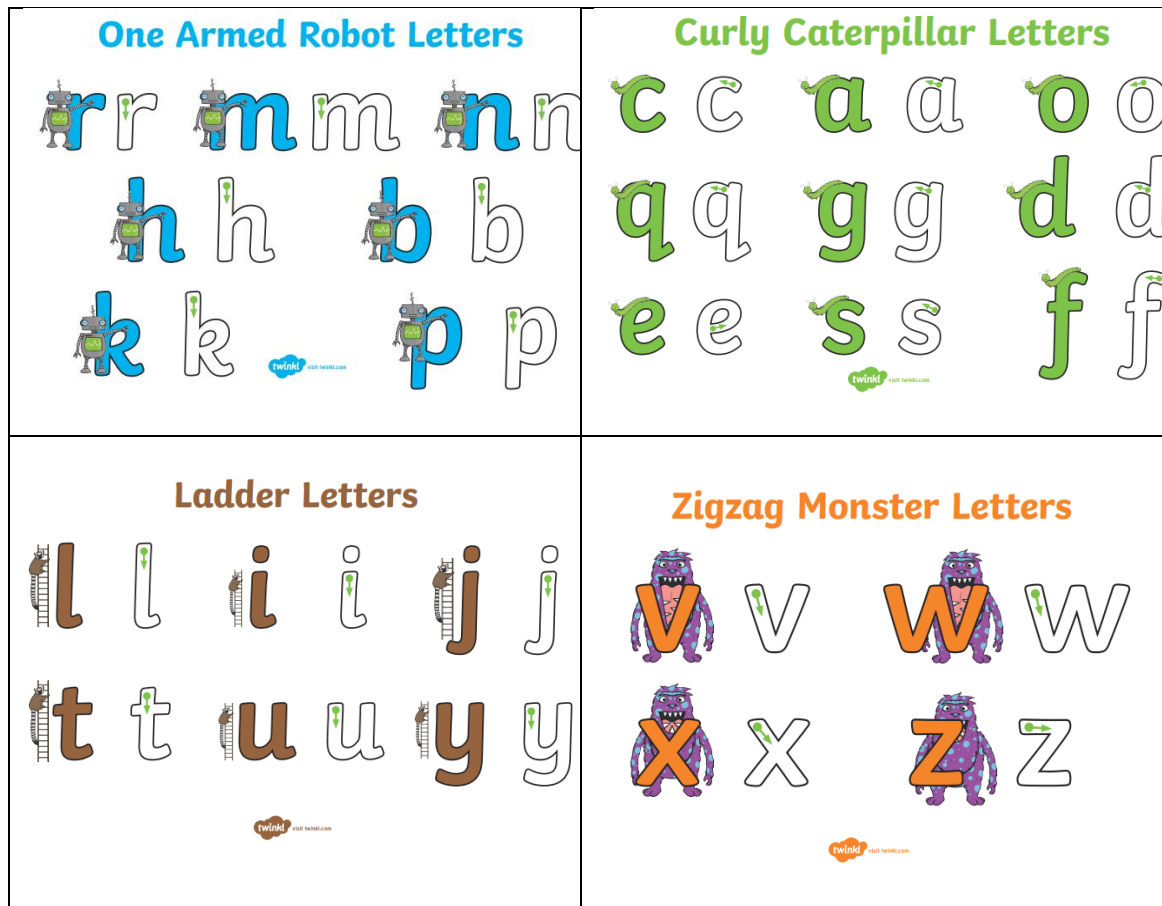
For more information about sentences, go to <https://www.theschoolrun.com/what-is-a-statement>

- The children have been taught to write two-part sentences using the conjunctions: and, or, but, when, if, that, because.
- However, it is very common for children to write lengthy sentences at this age. They often use multiple conjunctions and miss full stops. For example: The Snail and the Whale is a book by Julia Donaldson and it is about a snail who travels the world with a whale but the whale gets stuck so the children get help and eventually the whale is saved.
- Remind your child that sentences in year 2 can only tell the reader a maximum of two things and use one conjunction.
- If they find this difficult, practise writing sentences in different colours. **Red** tells the reader the first thing, **the conjunction is highlighted** and **blue** tells the reader the second thing. For example:  
The Snail and the Whale was written by Julia Donaldson **and** it is very famous.  
You could read Stick Man **or** The Gruffalo.  
I like Room on the Broom **but** I don't like The Gruffalo's Child.
- The only time children can use more than one conjunction is if there is a list, for example: I like Room on the Broom **but** I don't like Stick Man, Room on the Broom **or** Snail and the Whale. This sentences contains 'but' and 'or.' However 'or' is separating items in a list.

### Handwriting:

- Try to ensure children are forming letters correctly. If they are not, now could be a good opportunity to correct them through regular one to one practise. The most common errors at this age are forming 'one armed robot' letters from the bottom, not the top. Incorrect formation now will cause difficulty joining at a later date.

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- The children are aiming to write with
  - small letters (r, m, n, p, c, a, o, e, s, i, u, y, v, x, w, z) are the same height
  - tall letters (f, b, k, h, l, t,) are tall
  - tails go under the line (p, q, g, f, j, y)
- In year 2, we teach children some joins (diagonal and horizontal). However, we do not ask children to begin joining in their independent writing until they are forming letters correctly and are writing letters of the appropriate size. A **few** children in each class will have already been asked to join in their independent writing but it is not something we would ask parents to encourage or focus on at this time. Please focus on letters that are formed correctly and of an appropriate, consistent size.

## **Reading**

**Reading is essential at this age.** Please make sure you:

- Listen to your child read,
- Read with your child, alternating pages, paragraphs or sentences.
- Read to your child, modelling good pace and expression.
- Your child would also benefit from listening to audiobooks; books from BBC bedtime stories; books read on YouTube and David Walliams story at 11
- I would recommend your child completes 2 or 3 comprehension activities per week. They can be downloaded from <https://www.twinkl.co.uk/search?term=reading+comprehension> Completing written comprehension tasks independently is more difficult than answering

questions with a familiar adult. It is a skill that many children benefit from practising regularly.

- I have copied the questions on the year 2 Twinkl bookmarks to give you ideas for discussion and questions.

### **Vocabulary Questions with Victor**

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



### **Retrieval Questions with Rex**

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



### Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story?  
How is it resolved?
- Can you retell the story to me in 20 words or less?



### Inference Questions with Iggy

- What do you think.... means?  
Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



### Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end?  
What makes you say that?
- Who do you think has done it?
- What might.... say about that?



### If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

### **If They Can't Read a Word, Say:**

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

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### **Remember:**

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

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### **Additional Information**

- If your child enjoys Julia Donaldson stories, there are lots of additional activities they may like to consider. We would love to see activities they complete and will share some of the photos on the website.
- There are lots of activities connected to Julia Donaldson's books at <https://www.gruffalo.com/>
- Axel Scheffler wrote a book explaining coronavirus to children <https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler>
- Share Julia Donaldson and Axel Scheffler's coronavirus cartoons with your child <https://www.theguardian.com/books/gallery/2020/apr/04/gruffalo-axel-scheffler-and-julia-donaldsons-coronavirus-cartoons>
- You can also watch Julia Donaldson and Friends on Facebook during lockdown, sharing songs, books, drawings etc. She broadcasts every Thursday at 4pm.