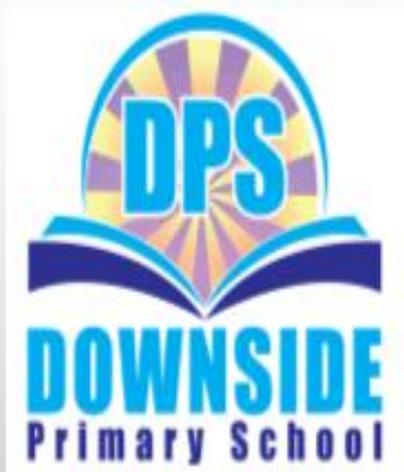


DOWNSIDE PRIMARY

Transition to year 2



2016 - 2017
H.All and Mrs A.Lacey
(Year 2 leaders)



Sharing reading

Tip 1: It's still good to share

Don't give up on talking about picture books, short chapter books and even sharing bedtime stories and information books with your child. Choose what to read together and exchange views. Sharing a love of reading will rub off on them!

Tip 2: Take the lead

Try reading slightly more difficult books together – you read one page and your child reads the next, or you read the main information and they read the captions. Hearing you read fluently and seeing you read for information will help them to see what reading can be.

Tip 3: Encourage an opinion

Talk about books when you've finished reading together. Talk about the characters and what happens in a story, or what specific bit of information was most useful, but also get them to give you their opinions too. Let them tell you if they don't like a book, and why. It's OK not to like some books or to prefer reading on-screen sometimes!

Tip 4: Make links

As well as talking about the book itself, make links between events or information in the book and your child's own experiences: *'Do you remember when we did that ...?'*. Get them to ask questions too: *'Is that how Grandad does it too?'*.



Practising developing reading skills

Tip 1: It's still important to listen

Your child may be bringing home slightly longer books from school now, but they are still likely to be part of a structured programme and levelled in difficulty so teachers can match the best books to your child's skills. It should be a comfortable read – endless struggling is no fun and can put children off! Enjoy talking about it together too.

Tip 2: Still phonics first

It's still good to begin with a phonics first approach when your child gets stuck on a word. But now you may also try different tactics too. For example, get them to say the first sound of the word, or break it into chunks or read the whole sentence again, focusing on the meaning.

Tip 3: Try chunking

Sometimes your child will still need to work out an unfamiliar word sound by sound, but increasingly it might be easier to look at the chunks or syllables in a word, for example *camp-ing* or *butt-er-fly*. Help them to do this.

Tip 4: Spot letter patterns in words

Ask your child to point out words that look like they should rhyme but don't: *home* and *come*; *do* and *no*. And words which do rhyme even though they look different: *come* and *sum*; *there*, *bear*, *hair*. This will help with their writing too.

Tip 5: Quiet time and silent reading

As well as reading books aloud together, encourage your child to sometimes read alone and sometimes silently. This isn't as easy as it sounds, but it shows that your child is reading more effortlessly. Show how you read your own book or newspaper silently.

Websites:

Reading Eggs – children have logins and passwords for this

<https://www.oxfordowl.co.uk>

Questions to ask your child when reading

Before reading the book:

- Can you point to the title?
Or what is this? (Pointing to the title)
- Is this a fiction (story) or a non-fiction (information) book?
- What do you think this book will be about?
- What do we call the writing on the back of the book? (Blurb) or what does the blurb tell us?

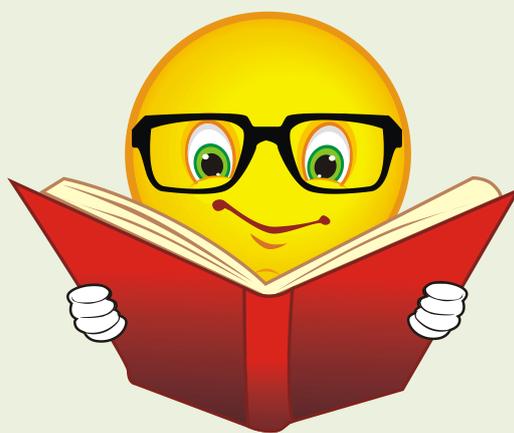
During the reading of the book:

- What is happening in the pictures or photographs?
- What has happened so far?
Is it what you expected to happen?
- What might happen next?
How do you think the book might end?
- What sort of character is....?

Questions to ask your child when reading

At the end of the book:

- Did you like this book? Why?
(Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What is the most interesting/ exciting part of the book? Can you find it?
- What sort of character was....? How do you know?
- What happened in the story?
- What facts did you find out that you didn't know before?
(information/non-fiction book)



-st	nest best chest cost lost gust toast
-nd	band land hand pond fond wind windmill
-mp	lamp damp camp limp chimp jump hump
-nt	tent dent hunt joint paint burnt
nk	bank thank sink link think bunk chunk
Tricky	said so (reading) he she we me be (spelling)
-ft	gift lift shift tuft theft soft softest
-sk	ask task tusk husk desktop
-lt	tilt belt felt melt melting shelter
-lp	gulp helpdesk helper
others	golf shelf (-lf) milk (-lk) kept (-pt) next (-xt)
Tricky	have you like come (reading) was you (spelling)
tr-	trip tree train trash trail trend trust trunk
dr-	drank drift droop drop drift driftwood
gr-	grab green grip groan grunt grant grasp
cr-	creep crash crisp cramp crust crept
br-	brand bring brush brown brass
fr-	frog fresh frost frown freshness
Tricky	were there little one (reading) they all are (spelling)
bl-	bleed blend blink blank blast
fl-	flag flair float floating
gl-	glad glass glint
pl-	plan plum plump
cl-	clamp clown clear
sl-	slept slant
Tricky	do when out what (reading) my her (spelling)
sp-	spot spin spoil spoon sport speech spend
st-	stop step steep start star stair stand stamp
tw-	twin twist twisting
sm-	smell smart smear
others	printer (pr) scoop (sc) skunk (sk) sniff (sn)
-nch	bench drench trench punch crunch lunchbox
scr-	scrunch scrap
shr-	shrink
str-	strap string street
thr-	thrust thrush thrill

j-	jam jab jug jog job jet	
v-	van vet vat	
w-	win wig wag web wax	will
-x	mix fix box tax six	
Tricky	to the no go I into (reading)	
y-	yes yet yap yell	
z-	zip zigzag	
-zz	buzz jazz	
qu-	quit quiz quick quack	
Tricky	we me (reading) to the (spelling)	
ch-/-ch	chop chin chip chill check such rich much	
sh-/-sh	ship shop shed shell fish cash rush	
th-/-th	thin thick moth	that this them then with
-ng	ring rang hang song wing king long sing	
Tricky	he she be (reading)	
-ai-	wait hail pain aim sail main tail rain bait	
-ee-	feel weep feet jeep meet week deep keep	see
-igh	high sigh light might night right sight fight tight	
-oa	coat load goat loaf road soap oak toad	
Tricky	was (reading) no go (spelling)	
-oi-	oil boil coin coil join soil	
-oo- (long)	zoo boot hoof zoom cool food root moon	too
-oo- (short)	foot cook good book took wood wool hook	look
-ow	owl cow how town	down now
Tricky	my (reading)	
-ar	bar car bark card cart hard jar park	
-air	air chair fair hair lair pair	
-ear	ear dear fear hear gear near tear year rear	
Tricky	you (reading)	
-er	germ perm term	
-ur	fur burn burp curl hurt surf turn	
-or	fork cork sort born worn fort torn short	for
-ure	sure pure cure	

Phonics

-ay	play may say stray clay spray tray	
-ou-	out cloud scout found proud sprout	about house
-ie	pie lie tie die cried tried spied fried	
-ea-	sea seat meat treat heap least repeat	
Tricky	oh their (reading) said so (spelling)	
-oy	boy toy joy oyster destroy enjoy royal	
-ir	girl sir bird shirt skirt birth third first	
-ue	blue clue glue true issue tissue venue	
-aw	paw raw claw jaw lawn yawn law	
Tricky	people Mr. Mrs. (reading) have like (spelling)	
wh-	when which wheel whisper	
ph-	phonics dolphin elephant alphabet	
-ew	new few stew blew chew grew drew screw	
-oe	toe hoe doe foe woe goes tomatoes	
-au-	haul launch haunted August author	
Tricky	looked called (reading) some come (spelling)	
a-e	take game race snake	came made
e-e	these even theme gene scene complete	
i-e	like pine ripe shine slide prize nice	
o-e	bone pole home alone those stone woke	
u-e	June flute prune rude rule	
/zh/	treasure vision television pleasure leisure	
-s- -ge	visual measure usual casual beige	
Tricky	asked (reading) were there (spelling)	