



LITERACY MEETING

YEARS 1 AND 2

Thursday 18th January 2024 7pm. Friday 19th January 9.15am.

- Learning to read and write in English is not easy! Only 45% of words can be read using phonetics and there are so many exceptions to the rules!
- Look at the single letter <o> which appears in '*on, only, once, other, woman, women, who*'.

- *Now look at <ea> - (treat – great, threat, theatre, create).*
- <ou> (shout – should, touch, soul, soup)
- <o-e> (home - come, move)
- <oo> (food – good, flood)
- <oa> (road – broad).

How about <ough>

The rough dough-faced plough
boy coughed as he walked
through the drought stricken
farm. He sought a thoroughly
good draught of ale.

◦ You may have learnt the “**i before e**” **spelling rule** which often works, except:

when your **foreign neighbour**
Keith **receives** **eight** **counterfeit**
beige **sleighs** from **feisty**
caffeinated **weight** **lifters** – **weird!!**



Brian Bilston

Suggested for you · 5 d ·

The English language is weird.

Regarding that, here's a poem called
'Neither Rhyme nor Reason'.

Neither Rhyme Nor Reason

To make poems rhyme can sometimes be tough
as words can seem to be from the same bough
yet each line's ending sounds different, though,
best disguised with a small hiccough or cough.

Was this upsetting to Byron or Yeats?
Dickinson, Wordsworth, Larkin or Keats?
Did they see these words as auditory threats?
Could they write their lines without caveats?

But does it matter when all's said and done
if you read this as *scone* when I meant *scone*?
It's hardly a crime. There's no need to atone:
language is a bowl of thick minestrone.

Just mumble these endings into your beard –
this poem should be seen, rather than heard.

Brian Bilston

There's no end
of poems that
illustrate the
complexities of
the English
language!

Eye halve a SPELLING CHECKER

I halve a spelling checker
It came with my pea sea
It plainly marcs four my revue
Miss steaks eye kin knot sea
Eye strike a key and type a word
And weight four it two say
Weather eye am wrong oar write
It shows me strait a weigh
As soon as a mist ache is maid
It nose bee fore two long
And eye can put the error rite
Its rare lea ever wrong
I halve run this poem threw it
I am shore your pleased to no
Its letter perfect awl the weigh
My checker tolled me sew!

**It's not easy
reading and
spelling
English!!**

Despite all this...

We work hard in school to teach the children to read and write. This session will hopefully help you to understand how we teach, so that you can help at home.



Set 1
 (taught in
 Reception)
 - Sets 2
 and 3
 taught in
 Years 1 and
 2 and
 repeated in
 KS2.

Read Write Inc Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

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Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl

Speed Sounds Set 3

ea cup of tea	oi spoil the boy	ou shout it out	oy toy for a boy	
a-e make a cake	i-e nice smile	o-e phone home	u-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

Complex Speed Sounds Chart

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck		gu		g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	e-e	i-e	ō-e
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

There are several ways to spell the same sound for example:

3 ways to spell f sound:

flower, puff, phone

5 ways to spell “I” sound:

high, kite, tie, icicle, my

5 ways to spell “ow” sound:

blow, bone, boat, no, toe

5 ways to spell “or”

for, floor, more, paw, sauce

Phonic families

Speed Sounds - Years 1 and 2

ay	ee	igh	ow	oo	oo
play	green	high	blow	too	took
spray	sleep	light	snow	zoo	look
day	seen	bright	know	pool	book
say	feet	might	low	spoon	cook
always	keep	fight	show	moon	shook

ar	or	air	ir	ou	oy
car	fork	fair	girl	shout	boy
park	sport	air	third	mouth	joy
part	snort	chair	twirl	cloud	toy
hard	horse	hair	dirt	found	enjoy

Speed Sounds - continued

Same sound different spelling		Same sound different spelling		Same sound different spelling		Same sound different spelling			Same sound different spelling		
ee	ea	oy	oi	ay	a-e	igh	y	i-e	ow	oa	o-e
meet	meat	toy	voice	play	name	night	my	nice	blow	goat	spoke
sleep	clean	boy	coin	way	date	fright	fly	like	snow	toast	phone
three	dream	annoy	join	day	same	light	by	hide	follow	throat	broke
see	sea				make			smile			
tree	scream										

Same sound different spelling		Same sound different spelling		Same sound different spelling		Same sound different spelling		
oo	u-e	or	aw	air	are	ir	ur	er
too	tune	sort	saw	fair	share	girl	burn	never
zoo	rude	sport	law	chair	dare	dirt	hurt	better
spoon	June	snort	paw	lair	scare	twirl	fur	corner

Speed Sounds - continued

Same sound different spelling		Same sound different spelling			Same sound different spelling		
ou	ow	ay	ai	a-e	oo	ew	u-e
out loud round	brown town down	play may way	paid train Spain	name date make	too spoon	few blew	rude use

Same sound different spelling		tion	ear	ure	ture	ire
cious	tious	conversation dictation	hear dear fear	pure sure cure	picture mixture adventure	bonfire inspire conspire
delicious ferocious	scrumptious					

Spelling

Dots and dashes Words are made up of sounds, we use dots and dashes to show which letters make the sounds. We use a dot if 1 letter makes one sound. If a sound is made up of 2 or more letters we use a dash . If there is a split digraph (where another letter is in the middle) we use . Some words have silent letters and we circle these. We then count the number of sounds in the words and write down the number.

Here's an example...]

final	5
comical	7
rude	3
polite	5

feeble	4
horrible	6
giggle	4
simple	5

Children
need to
learn to
read (by
the end of
Year 1)
and write
these 'red'
words (by
the end of
Year 2)

Red Words with circled graphemes

I the you your said was
are of want what they to
he* me* we* she* be*
no* so* go* old* her* baby*
do does all call tall small
many any one anyone some come
watch who where there here were
brother other mother father love above
two once buy worse walk talk
bought caught through thought whole wear
could would should great saw* why*
now* how* down* over*
my* by* son water school* ball
everyone their people put

(* = red for a while)

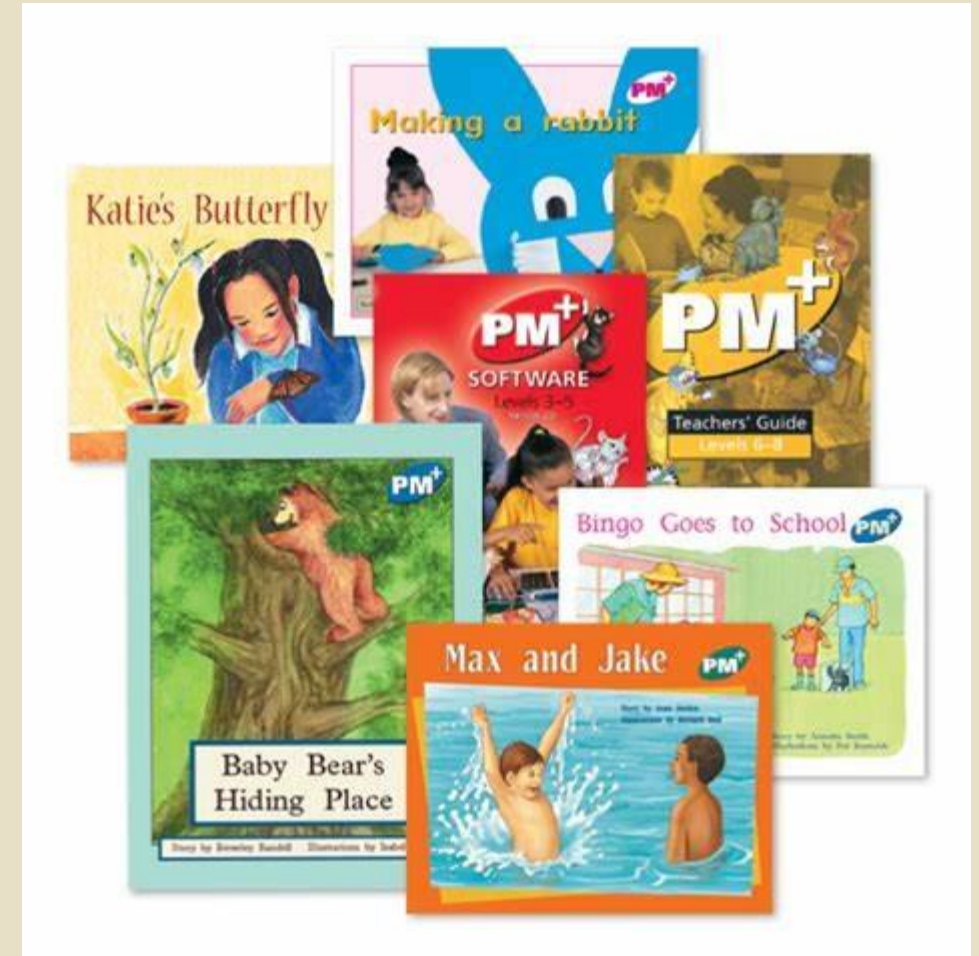
New Curriculum Spelling List Year 2

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

Reading schemes



Read, write, Inc



Benchmark books

Reading Y2 Expected standard

Working at the Expected Standard		
1	I can read accurately most words of two or more syllables.	
2	I can read most words containing common suffixes.	
3	I can read most common exception words.	
4	I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.	
5	I can sound out most unfamiliar words accurately, without undue hesitation.	
6	I can check that what I read makes sense.	
7	I can answer questions and make some inferences on the basis of what is being said and done.	
8	I can explain what has happened so far in what I have read.	

Fluency



Grey Group

“Please, please, please, Mum, let me have a pet! A horse or a bee or a duck or a seal, a wolf or a weasel, a flea or an eel – any pet will do!”

At least, that’s what I said.

But what I really wanted was an elephant. An elephant with creased grey skin and a trunk as thick as a tree.

Mum freaked out at first, but she got me one.

We kept it in the garden. It was a bit of a squash, what with Dad’s beans and Dean’s go-kart.

11

28

34

40

50

62

72

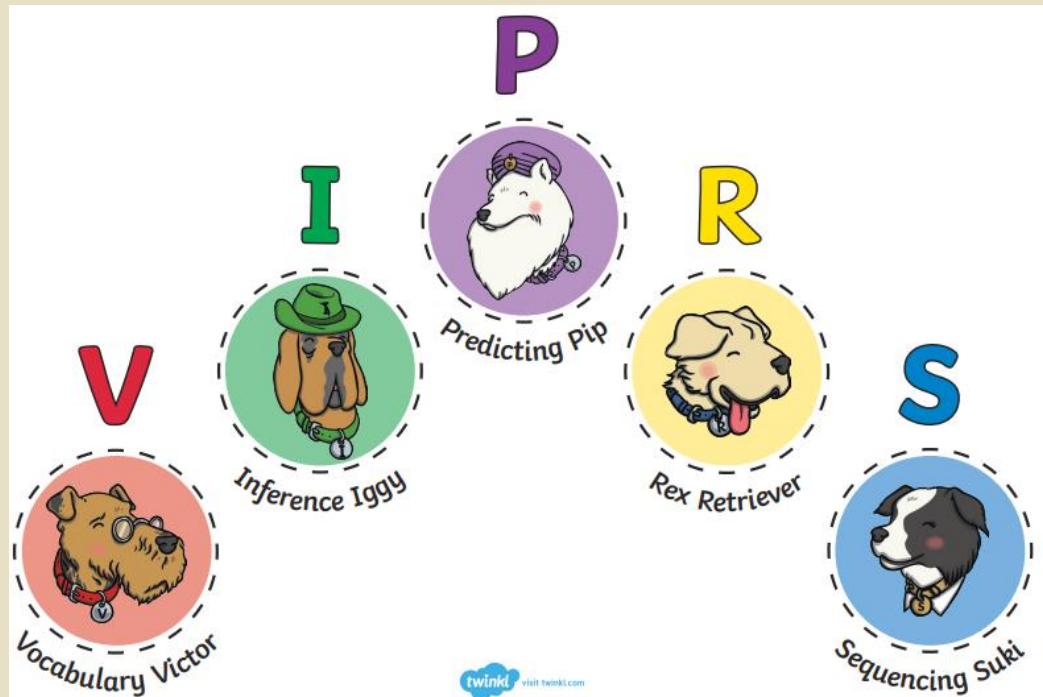
86

92

Blue Group	The first six Set 3 Sounds speedily (ea oi a-e i-e o-e u-e) 🗣️ most words 🕒 60–70+ words per minute Attempts to read with intonation to show comprehension
Grey Group	All Set 3 Sounds speedily 🗣️ most words 🕒 70–80+ words per minute Attempts to read with intonation to show comprehension
Read Write Inc. Comprehension Group	🗣️ all words correctly 🗣️ most words 🕒 80–90+ words per minute Reads with intonation that shows some comprehension

Comprehension

Totally Pawsome Reading Gang



Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?



Retrieval Questions with Rex

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?



Summarising Questions with Sheba

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?



Be an Author with Arlo

- What does the word... tell you about...?
- Find two ways that the author tells you...
- What do you think the author meant by...?



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?



Prediction Questions with Pip

- Can you think of another story with a similar theme?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which... is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
 - How has the author made you feel happy/sad/angry/frustrated?



Cursive writing

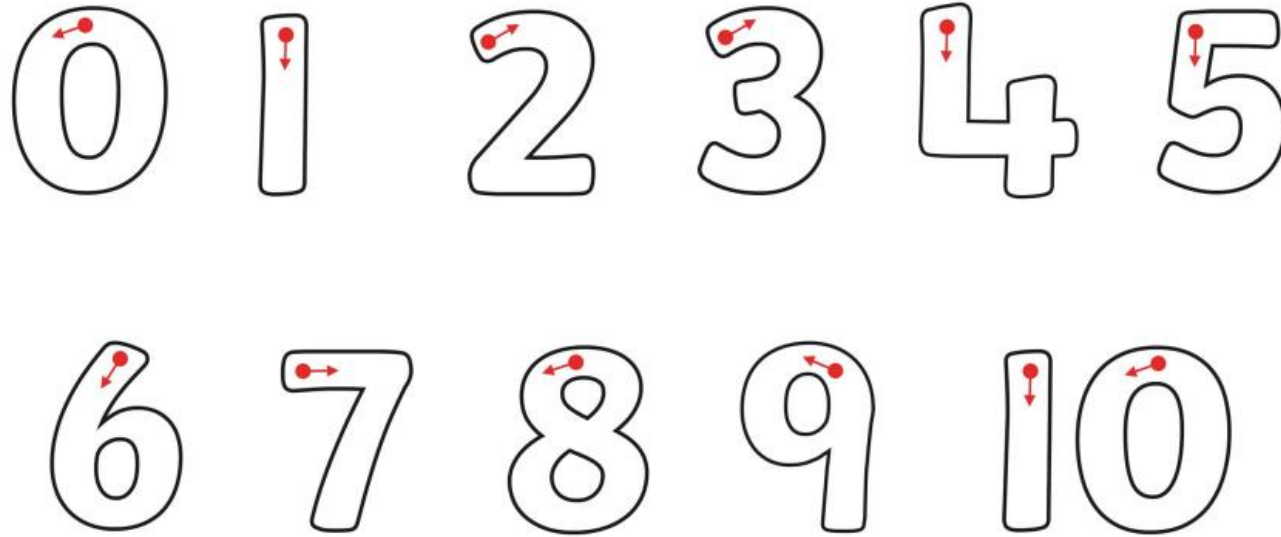
- Handwriting position
 - feet flat on the floor
 - bottom at the back of the chair
 - body one fist from the table
 - shoulders down and relaxed
 - back leaning forward slightly
 - left/right hand holding the page
 - left/right hand ready in a tripod grip



Number formation

Number Formation

Can you trace the numbers?



Y2 expectations for writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Writing examples

Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ ^{snack}. Next we went into the woods. Vicki gave us a mire. It was very scary because it was like you were walking in the sky! Then we had to hide our friends to a tree. After that we had a silly porcupine party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a nest. Last of all we sorted out animals. Finally it was home time. The trip was great! my favorite part of the day was identifying the trees.

Expected Year 2

Expected

- Year 2

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC!
said his mum. And so he did. Fred went into the attic. ^{It} ~~It~~ was really dark in the attic and there were nestly deep holes in the floor. Just then some thing caught his eye. ^{It} ~~It~~ was some boxes on top of each other. One was long and one was fat and ~~the~~ the other was a silver case. Fred ~~took~~ ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. & First he opened the silver ^{one} which had wires in it. ^{Soon} ~~soon~~ he had opened all of them.

Common mistakes in creative writing:

Writing as they say it – I **fink** **dat** my br**uva** is....

Incorrect grammar – We seen... I done...

Could of... (instead of Could have...)

Made up words – I **brang** my toy to school

Very common for children to use their phonics (incorrectly initially) to spell

I went to the restront.

My dinner was dilishus.

I woz going out to the park.

She sed hello to me.

We might not correct the top two, but would definitely correct the bottom two!

We do not correct EVERY spelling mistake. We do expect the children to learn their red words – but don't want them put off from using exciting vocabulary by over correcting them – this is demoralising for children.

Year 2 SATs are no longer statutory.

However, the teachers in Year 2 will use some past reading and maths SATs papers to support with our end of year assessments.

Reading paper

Here's an example of a page in one of the reading assessment papers.

Lucky Duck

When Lenny was a very little boy, his dad bought him a really special toy duck.

Duck was Lenny's best toy and whatever Lenny did, Duck did too.



Practice questions

a Who gave the toy to Lenny?

Tick **one**.

a boy

his dad

his gran

his mum

b What toy did Lenny get?

New Year festivals

New Year festivals celebrate the end of one year and the beginning of the new one.

Hogmanay

In Scotland, people call the New Year festival Hogmanay and they celebrate it on the last day of the year. At Hogmanay, there are dazzling firework displays and lots of singing and dancing.

Chinese New Year

The Chinese New Year festival is celebrated on the first day of the new year in the traditional Chinese calendar. This day changes every year but it is always in January or February.

At Chinese New Year, people celebrate with music and dancing. They often have wonderful parades. In the parades, huge puppets move through the streets and people wave colourful flags. The most impressive puppet is the dragon. In Chinese legends, dragons are friendly and bring good luck. In the parades, the dragon puppet always comes last.

After the parades, people let off firecrackers (noisy fireworks). Everyone has fun!

Flower festivals

Flower festivals are held all over the world in spring and summer. They usually celebrate the arrival of spring and the new flowers that grow.

In a country called the Netherlands, people decorate boats and lorries (called floats) with tulips and other flowers. The Netherlands is famous for its tulips.

In a country called Italy, people make huge carpets of flowers in the streets. The flowers stay in place for days or even weeks. At the end of the festival, children are allowed to play in the flowers.

On an island called Jersey, people make giant models of animals, boats and cars out of flowers and take these models on a parade through the island's towns. There is music and dancing. At night, the models are covered in lights and they make the streets sparkle. At the end of the parade, there is a huge firework display.



a Chinese dragon puppet



a street covered in flowers

(pages 4–5)

8

Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
Hogmanay is a Scottish festival.	<input type="checkbox"/>	<input type="checkbox"/>
In Jersey, people make carpets of flowers in the streets.	<input type="checkbox"/>	<input type="checkbox"/>
In England, Harvest Festival takes place in April.	<input type="checkbox"/>	<input type="checkbox"/>
Before the Chinese New Year parade, people celebrate with firecrackers.	<input type="checkbox"/>	<input type="checkbox"/>



2 marks

An example of a SATs spelling paper.

Qu.	Spelling	M.	Primary content domain reference	Secondary content domain reference
1	grass	1	S37 – common exception words	
2	boat	1	S8 – vowel digraphs and trigraphs	
3	pie	1	S8 – vowel digraphs and trigraphs	
4	want	1	S30 – the /ɑ/ sound spelt a after w and qu	
5	keep	1	S11 – using k for the /k/ sound	S8 – vowel digraphs and trigraphs
6	space	1	S15 – the /s/ sound spelt c before e, i and y	S8 – vowel digraphs and trigraphs
7	drank	1	S2 – the ŋ sound spelt n before k	
8	loudly	1	S34 – the suffixes <i>-ment</i> , <i>-ness</i> , <i>-ful</i> , <i>-less</i> and <i>-ly</i>	S8 – vowel digraphs and trigraphs
9	ears	1	S8 – vowel digraphs and trigraphs	S5 – adding <i>-s</i> and <i>-es</i> to words
10	hurry	1	S9 – words ending in <i>-y</i> (/i:/ or /ɪ/)	
11	skill	1	S11 – using k for the /k/ sound	
12	front	1	S28 – the /ʌ/ sound spelt o	
13	travel	1	S19 – the // or /əl/ sound spelt <i>-el</i> at the end of words	
14	dishes	1	S5 – adding <i>-s</i> and <i>-es</i> to words	
15	edge	1	S14 – the /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before e, i and y	
16	hospital	1	S20 – the // or /əl/ sound spelt <i>-al</i> at the end of words	
17	chimney	1	S29 – the /i:/ sound spelt <i>-ey</i>	
18	hottest	1	S26 – adding <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter	
19	parties	1	S23 – adding <i>-es</i> to nouns and verbs ending in <i>-y</i>	
20	wrist	1	S17 – the /r/ sound spelt <i>wr</i> at the beginning of words	
Total marks		20		