

Reading

Can you **listen** to, **discuss** and **express views** about a wide range of poetry, fiction and non-fiction?

Can you **discuss** the sequence of events in books and how items of information are related?

Can you **retell** a wide range of stories, fairy stories and traditional tales?

Can you **recognise** simple recurring literary language in stories and poetry?

Can you **discuss** and **clarify** the meanings of words, **linking** new meanings to known vocabulary?

Can you **discuss** your favourite words and phrases?

Can you **learn** poetry by heart and **recite** poetry with appropriate intonation?

Can you **check** that the text makes sense to you and **correct** any inaccurate reading?

Can you **make inferences** on the basis of what is being said or done?

Can you **answer** and **ask** questions?

Can you **predict** what might happen on the basis of what has been read so far?

Can you **participate** in discussion about what is read to you, **taking turns** and **listening** to what others say?

Can you **explain** and **discuss** your understanding of books that are read to you and those you read yourself?

These are the sorts of things your children will be asked about during their guided reading sessions. We would appreciate your support in practicing these skills with your children when reading at home.

Useful websites

Maths:

<http://www.bbc.co.uk/bitesize/ks1/maths/>

<http://www.topmarks.co.uk/Interactive.aspx?cat=8>

<http://resources.woodlandsjunior.kent.sch.uk/maths/>

Literacy

<http://www.topmarks.co.uk/Interactive.aspx?cat=40>

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

<http://www.ictgames.com/literacy.html>

<http://resources.woodlands-junior.kent.sch.uk/games/educational/literacy.html>

Spelling patterns for Year 2

<p>New spelling patterns /j/</p> <p>Rule: the letter 'j' is never used for the /j/ sound at the end of English words. At the end of a word, the /j/ sound is spelt '-dge' straight after a short vowel letter.</p>	<p>hedge, sledge, edge, badge, bridge, dodge, fudge, budge</p>
<p>New spelling patterns /j/</p> <p>Rule: in other positions in words, the /j/ sound is often spelt as 'g' before the letters 'e', 'i' and 'y' but not always (e.g. jelly) The /j/ sound is always spelt as 'j' before the letters 'a', 'o' and 'u'.</p>	<p>giraffe, giant, gel, gem, angel, magic, danger</p> <p>jelly, jeep, jewel, jeans, majesty, subject, project, inject, reject</p> <p>jug, jam, jacket, jar, jog, join, adjust</p>
<p>The /s/ sound spelt 'c'</p> <p>Rule: The /s/ sound is spelt 'c' before the letters 'e', 'i' and 'y'</p> <p>'c' before 'e' (B1)</p> <p>'c' before 'i' (B2)</p> <p>'c' before 'y' (B3)</p>	<p>rice, nice, race, space, bracelet, prince, princess, December, excellent, except, cancel, parcel, cell, cellar, cement, centre, centimetre</p> <p>city, circus, cinema, pencil, stencil, circle, circuit, acid, decide, exercise</p> <p>cycle, cymbal, cygnet, cylinder, bouncy, fancy, juicy, icy, spicy</p>
<p>The /n/ sound spelt 'kn' and 'gn' (C)</p> <p>Guidance: Hundreds of years ago, the 'k' and 'g' at the beginning of these words was sounded. The Online Etymology dictionary states: 'kn' - Germanic consonant cluster; the sound is still evident in most sister languages but in English it has been reduced to 'n'</p>	<p>know, knew, knobbly, knee, kneel, knock, knife, knit, knot, knuckle, knead</p> <p>gnat, gnaw, gnash, gnome</p>

<p>The /r/ sound spelt 'wr' at the beginning of words (D)</p> <p>Guidance: This spelling probably also reflects an old pronunciation.</p>	<p>write, wrote, wrist, wrong, wrap, wrapper, wreck, wren, wrench, wrestler, wriggle, wrinkle</p>
<p>The /l/ or /el/ sound spelt 'le' or 'el' at the end of words.</p> <p>Guidance: the 'le' spelling is the most common spelling for this sound at the end of words. (E1)</p> <p>Guidance: The 'el' spelling is much less common than 'le'. The 'el' spelling is used after 'm', 'n', 'r', 's', 'v' and 'w', and more often than not, after 's'. (E2)</p>	<p>apple, little, middle, bottle, puddle, wobble, tickle, handle, candle, beetle, table, <i>people</i> (CEW)</p> <p>angel, camel, easel, tinsel, cancel, parcel, flannel, funnel, kennel, tunnel, barrel, squirrel, travel, towel</p>
<p>The /l/ or /el/ sound spelt 'al' or 'il' at the end of words.</p> <p>Guidance: Not many nouns end in '-al' but many adjectives do. (E3)</p>	<p>Nouns: animal, mammal, pedal, hospital, numeral, sandal, capital, arrival, oval, General, metal</p> <p>(Adjectives: digital, final, general, magical, metal, local, special, musical, critical, tropical, accidental, exceptional, national)</p> <p>evil, devil, pencil, stencil, pupil, nostril, tonsil, fossil, lentil</p>
<p>The /o/ sound spelt 'a' after 'w' and 'qu'</p> <p>Rule: 'a' is the most common spelling for the /o/ sound after 'w' and 'qu' (N1)</p>	<p>wash, was, wasp, want, wand, wander, wallet, watch, waffle</p> <p>swan, swat, swap, swamp</p> <p>quantity, quality, squash</p>
<p>The /zh/ sound spelt 's'</p>	<p>treasure, measure, pleasure, usual, unusual, vision, television, visual, casual, casualty</p>

These are some of the spelling patterns your children will be learning along with the words they will be tested on.

Please support your child by practicing these at home.