



Meole Brace
C of E Primary School and Nursery

Let Your Light Shine!



Community



Respect



Perseverance

Reading and Phonics Year 2 and 3

Parent and Carer Workshop

September 2024



Bug Club
Phonics

How can you help?

- support your child at home
- reading time
- share what you're reading/excitement about books
- stories from your childhood
- read stories to your children



Phonics

Did you know that the English language has:

26 letters

44 sounds

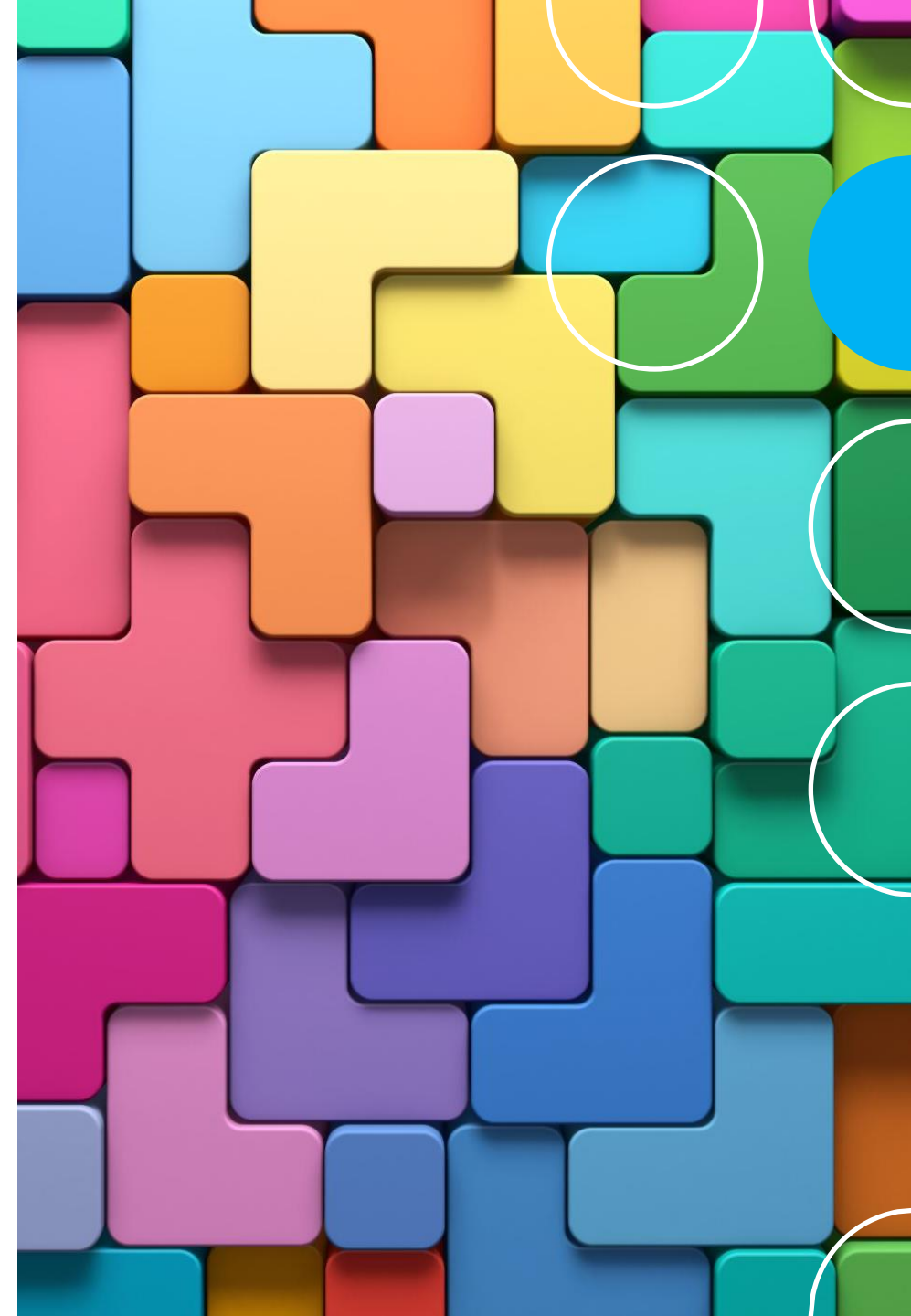
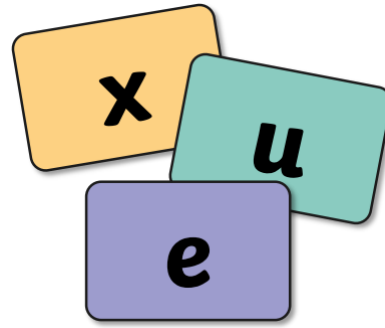
and over 100 ways of spelling these sounds!

Phonics is how we make sense of all of these.

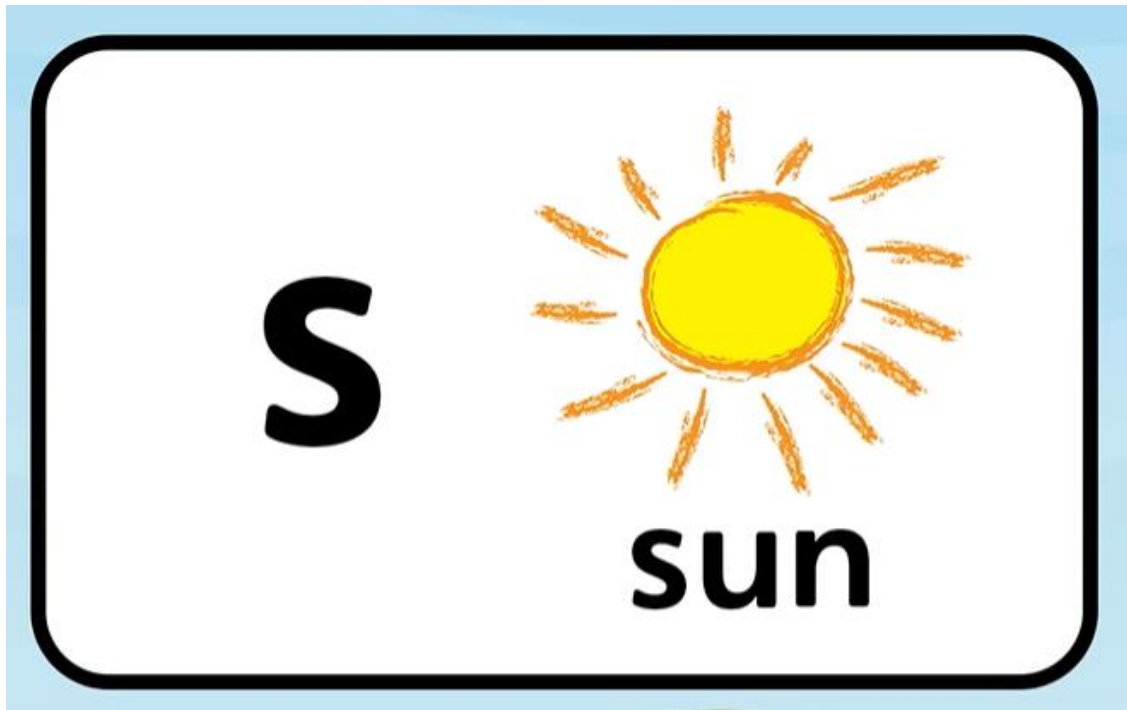
Systematic Synthetic Phonics - the teaching of reading and spelling by breaking down words into the smallest unit of sound.



It's all about hearing, recognising and using sounds enabling us to break down and build up words (segmenting and blending).






























Actions and pictures to aide recall



Demonstration videos of how to say each phoneme and of the action and image which corresponds to each one are available on the 'Supporting Your Child at Home' page in the English Curriculum section of our school website. <https://www.meolebraceprimary.co.uk/page/supporting-your-child-at-home/57774>

Phase 3

j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo 
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure 

Unit 6: j, v, w, x

Unit 7: y, z, zz, qu

Unit 8: ch, sh, th, ng

Unit 9: ai, ee, igh, oa, oo

Unit 10: ar, or, ur, ow, oi

Unit 11: ear, air, ure, er

Digraphs

2 letters which make one phoneme (sound)

Friendly letters - zz

Common digraphs sh, ch, th, ng

Vowel digraph - contains at least 1 vowel ar, or, ur, ow

Long vowel digraphs - Two vowels which together make the vowel letter name - ai, ee, ie, oa, oo

Trigraphs

3 letters which make 1 phoneme (sound) - igh, air, ear, ure

Not as common

Sound buttons and tiles

goat night stop spear

ch	i	ck
----	---	----

s	l	ee	p
---	---	----	---

bell boat flip
shell jumper



Phase 4

When children start Phase 4 they will know a grapheme for each of the 44 phonemes. They will be able to blend phonemes to read *CVC* (consonant-vowel-consonant) words, and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as **trap**, **string** and **milk**

tent flap cramp float sprout

Phase 5

wh	ph	ay	a-e	eigh	ey	ei	ea	e-e	ie	ey	y	
												
ie	i-e	y	i	ow	o-e	o	oe	ew	ue	u-e	u	oul
												
aw	au	al	ir	ear	ou	oy	ere	eer	are	ear	ch	
												
c(e)	c(i)	c(y)	sc	st(l)	se	se	g(e)	g(i)	g(y)	dge	le	mb
												
kn	gn	wr	tch	c(ial)	c(ian)	ss(ion)	t(ion)	ch	ea	s(ion)	s(ure)	s(ual)
												
(w)a	o											
												

Unit 13: wh, ph

Then Units 14 - 27 are alternative graphemes for previously taught digraphs and trigraphs

Alternative Spellings

- Explore all the different ways we can write the same sound down
- Begin to learn rules for when we use each one

For example;










All of these make the long i sound

- pie
- time
- fly
- night

- Other examples

-ch making the c sound as in school, Christmas

~~-c making the s sound as in cycle, December~~

								
ai	ee	igh	oa	oo	oo	ar	or	ur
ay	ea	ie	ow	ew	u		aw	er
a-e	e-e	i-e	o-e	ue	oul		au	ir
eigh	ie	y	o	u-e			al	ear
ey	y	i	oe					
ei	ey							

~~-c making the s sound as in cycle, December~~

Split digraphs

- 2 letters not adjacent, split by another letter.
- Used to be known as magic e - makes you say the letter name

bone time snake



<https://www.youtube.com/watch?v=uCvtMzUL0lw>

Year 2 Common Exception Words



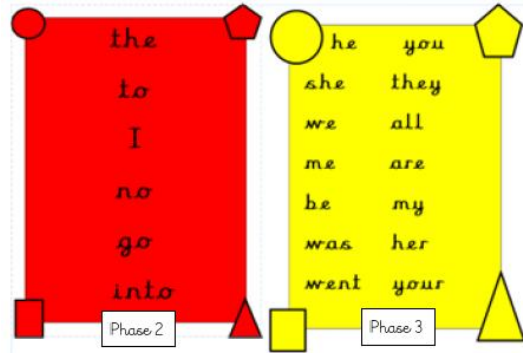
after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many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

Year 3 and 4 Common Exception Words

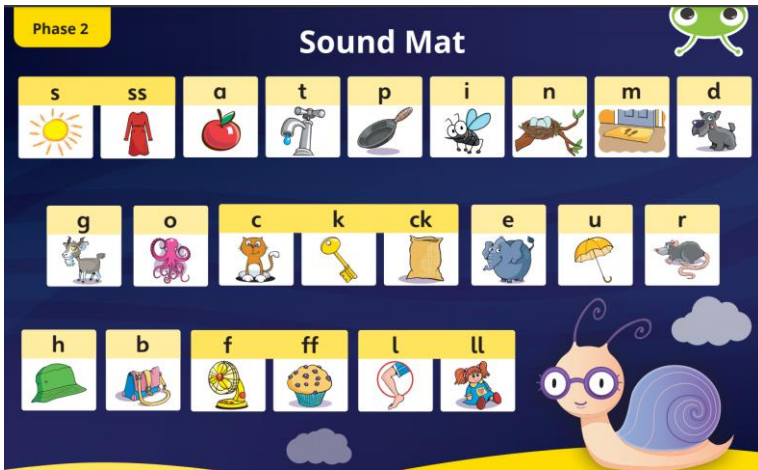
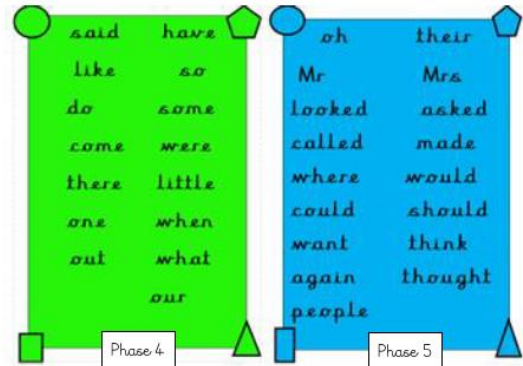


Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe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

Resources to support recall



Irregular Words



Phase 3 and 5 Vowel Phonemes



Letter Formation



All of these resources are available to download on the 'Supporting Your Child at Home' page in the English Curriculum section of our school website.

Using Bug Club at home



Using the Online Reading World

- If you have access to an internet connection, your child can enjoy reading Bug Club Phonics books online as well as in print. Each child has a unique homepage and can log into it by following these steps:
 1. Go to www.activelearnprimary.co.uk
 2. Enter the login details
 3. Your child's homepage will appear
- Your child will see their eBooks in "My Stuff"
- We will allocate eBooks according to your child's reading level

ActiveLearn

My Home My Stuff My Library My Rewards Log Out Grow-up

Welcome Miss
Click My Stuff to get started

Username:
missale

Password:
starfish


Code:
19a

www.activelearnprimary.co.uk





Reading Leaflet

Professor Barbara Sahakian from the Department of Psychiatry at the University of Cambridge said:

"Reading isn't just a pleasurable experience – it's widely accepted that it inspires thinking and creativity, increases empathy and reduces stress. But on top of this, we found significant evidence that it's linked to important developmental factors in children, improving their cognition, mental health, and brain structure, which are cornerstones for future learning and well-being."


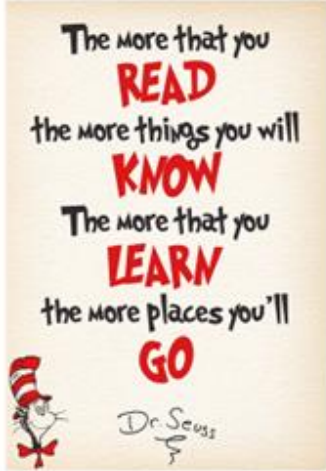



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Community Respect Perseverance

Reading in Year 2 and Year 3



In Year Two and Three, children are becoming more fluent with their reading and are less reliant on segmenting and blending. Parental engagement and support remains vital in enabling readers to move on from learning to read, to reading to learn.

Using their online Bug Club account is a great way of accessing a range of different books at the correct level for your child.



Here are some question prompts for you to use with your child when reading at home. When secure with answering the questions in black, move on to some of the blue questions.

Ways to support reading unfamiliar words.



- Can you break it up into chunks/syllables/sounds?
- Which sounds do you know?
- Will reading the rest of the sentence help us?
- What's the first/last sound?
- Which sound do these two letters

Retrieval Questions

These are questions where the child is asked about something which is already in the text.



- Who is the main character(s)?
- When/where is the story set? How do you know?
- Which is your scariest/worst/funniest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?

Inference Questions - are questions where the child is making a good guess based on information given to them in the text.

- 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...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?
- Find two ways the author tells you....



Other question prompts

- Can you find a noun/adjective/verb that tells/shows you that...?
- Which other word on this page means the same as...?
- Where do you think...will go next?
- What do you think this book will be about? Why?
- What might...say about that?
- Do any sections/paragraphs deal with the same theme?
- Describe different characters' reactions to the same event.
- Which is better and why?
- What is similar/different about the two characters?
- Why did the author choose this setting? Will that influence the story?
- What do you think the author meant by...?

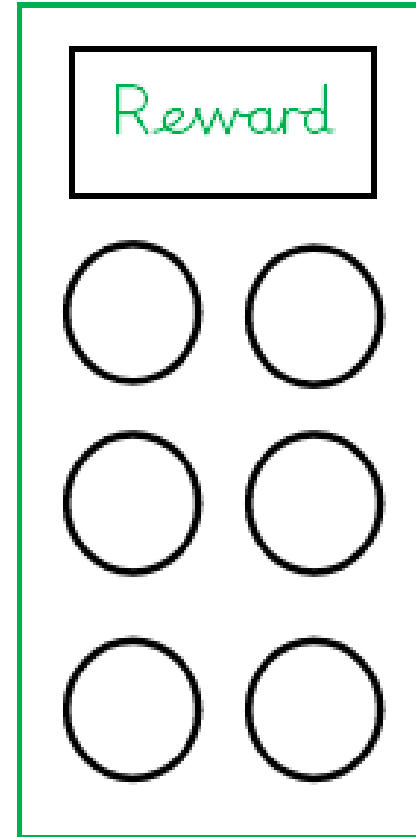


At the end

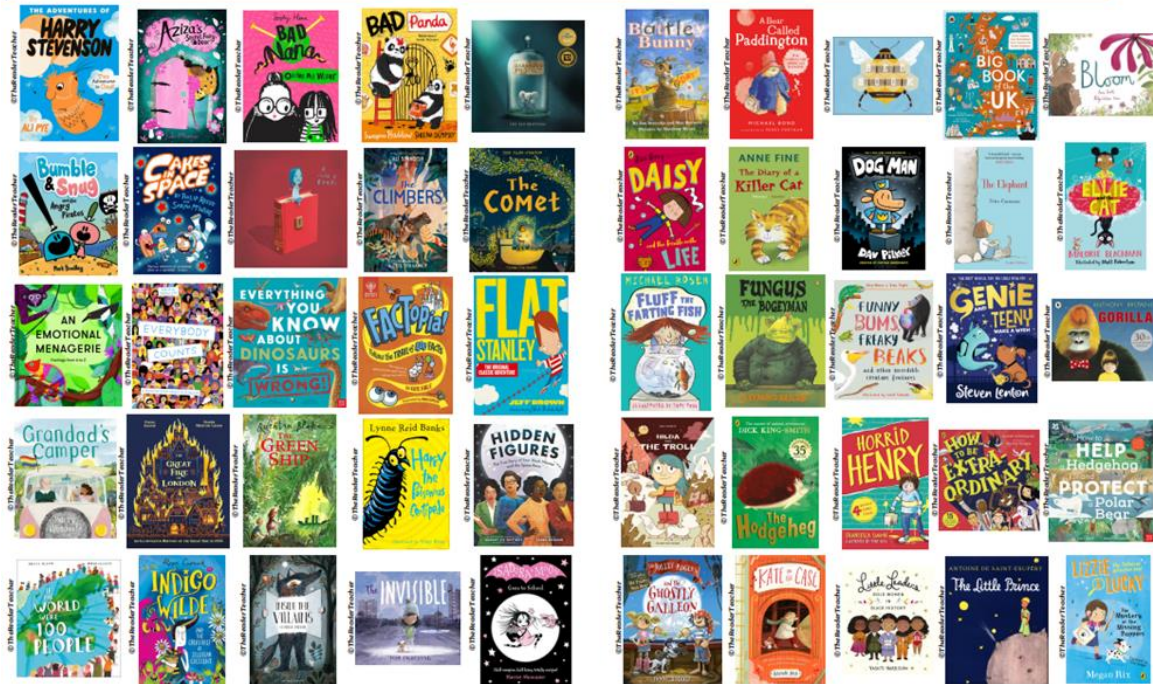
- How/where does the story start?
 - What happened at the end of the story?
 - What is the problem in the story? How is it solved?
 - Can you retell the story to me?
 - What is the main point in this paragraph?
 - Can you think of another story with a similar theme? Which stories have openings like this?
 - Do any sections/paragraphs deal with the same themes?
 - How has the author made you feel happy/sad/angry?
-

Reading Rewards

To encourage reading for pleasure, each year group will have a reading reward chart in their reading diaries. Each week, if a child can demonstrate they've read at home, a section on their chart will be completed by an adult in school. When their charts are full, they can collect their reward.



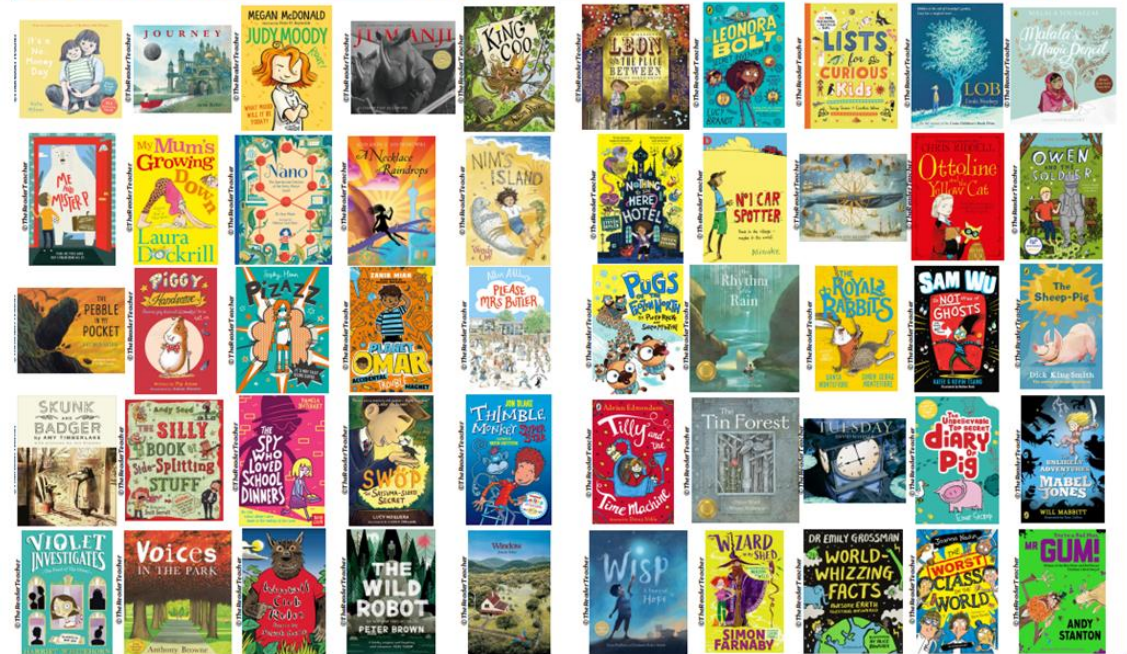
The Reader Teacher Top 100 Recommended Reads for Year 2



Brilliant books to share with your children

Recommended Reads

The Reader Teacher Top 100 Recommended Reads for Year 3



Thank you for coming!

Now let's get the children...

