



Year 2 Parents' Workshop



Welcome





Year 2 Parents' Workshop

This evening we will be covering the following:

- The importance of reading for vocabulary development
- How we teach grammar and grammatical terminology your child will use this year
- How we are changing the way we teach spelling
- Spelling games you can play at home.



Year 2 Parents' Workshop


If your child struggles to read or doesn't enjoy reading, please remember that you reading to them is just as important as them reading the text.

- Bug Club Book
- School Library Book
- Home reader
- Home Library book
- Magazines/comics
- Instructions
- Recipes

Why Read at home?

STUDENT A READS


- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



SCORES IN THE 90TH PERCENTILE ON STANDARDIZED TESTS

STUDENT B READS


- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



SCORES IN THE 50TH PERCENTILE ON STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



SCORES IN THE 10TH PERCENTILE ON STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com



Year 2 Parents' Workshop Grammar



SPaG

GaPS

As part of the Year 2 SATs, your child will sit a 'quiz' on grammar.

We will be having lots of fun in our English lessons to prepare them for this but want to equip you with the knowledge of what they are expected to know.

Grammar Term	What Does It Mean?
noun	A naming word used to name a person, place or thing.
noun phrase	A word or group of words in a phrase that acts like a noun e.g. Lilly wore a beautiful red dress. The groups of words, 'a beautiful red dress', is a phrase and functions as a noun in the sentence.
suffix	A suffix is added to the end of a word to make a new word e.g. hope + suffix ful = hopeful, hope + suffix less = hopeless.
compound	A compound word is a word created by two smaller words being joined together e.g. lip + stick = lipstick.
statement	Describes an event, a sentence that tells the reader something e.g. Daniel watched the television.
command	A command gives an instruction or tells someone to do something. Commands usually begin with an imperative verb e.g. Go and brush your teeth!
question	A question is used to find out information e.g. Why is your bedroom so messy?
verb	A verb is an action word, they describe what someone is doing e.g. Jessica shouted.
comma	A comma separates units of meaning in a sentence, e.g. Lara bought some apples, grapes, oranges, peaches and plums for her fruit bowl.
adjective	An adjective is a word that describes a noun, e.g. there was a huge, hairy spider in the bathroom.
adverb	An adverb tells you where, why or how much something is done e.g. Jessica shouted loudly.
tense	A tense is the form of a verb that shows the time when an action takes place, e.g. past, present or future.
apostrophe	Apostrophes are used to show possession e.g. This is Robert's car. They are also used to show that letters are missing e.g. in a contraction I am - I'm, you are - you're.
exclamation	A sudden cry or remark to show surprise, strong emotion, or pain.

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Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.



Year 2 Parents' Workshop Spelling



We are changing the way we are delivering our spelling programme at C&J.

We are changing the emphasis from the **testing** of spelling to the **teaching** of spelling. Although there will be some tests, they will be tests from your child's personal spellings which they have identified they need to learn.

Our spelling programme will focus on teaching the spelling rules.

10 Write **s** or **es** to make each word a plural.

fox_____

card_____

match_____

IF THE GH SOUND IN ENOUGHGH IS PRONOUNCED "F"
& THE O IN WOMEN MAKES THE SHORT "I" SOUND
& THE TI IN NATION IS PRONOUNCED "SH"
THEN THE WORD

"GHOTI"

IS PRONOUNCED JUST LIKE



"FISH"



WELCOME TO THE ENGLISH
LANGUAGE





Year 2 Parents' Workshop Spelling Activities

'ing' investigation video.

Parent Games



- Spelling Tennis
- Finger Hopscotch
- Silly Story
- Kim's Game

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4. DEFINITIONS
Make this exercise a more worthwhile learning experience by asking pupils to work in pairs. Pupils are given one dictionary to share and work together to find and write the definition of each word. By using a selection of dictionaries, pairs can then share and compare their definitions with another pair.

5. SPELLING AIDS
Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word out loud. If they spell correctly, they turn the card. If they are incorrect, the card is put to the bottom of the pile. Pupils take turns to be the 'winner' in the one who has most cards at the end of the game.

6. SPELLING TUNDS
You may have seen this one on the television programme *Spelling Bee*. Older children really enjoy the one as it can be quite challenging. Pupils work in trios. One takes on the role of both 'reader' and 'checker'. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker.

7. ALPHABETICAL ORDER
Pupils write out their spelling list in alphabetical order. This activity is best used with middle and upper stage pupils but is particularly effective in making them look closely at the spelling of words that begin with the same letter as when learning common words. This could be an individual activity but, as a follow up activity, pupils could work together to check they both have the same order.

8. MIXED UP LETTERS
Pupils rewrite each of their spelling words in a muddled up fashion eg beautiful could be written, fullubeul. It is better if they always put the initial letter in the correct place. This is a great activity, as pupils have to scrutinise each word to make sure they have got all the correct letters. These muddled lists are then swapped with someone with some spelling words. Without looking at the correct list, pupils have to rewrite each word correctly.

9. DICTIONARY GUESS
Pupils work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills. You can turn it into a game by giving their partners points.

10. CHALLENGES
Working in threes, pupils split their spelling words into syllables eg beautytybety. Again close attention to details is needed so it helps them to retain more difficult spellings.
Spelling Activities

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11. WORDS WITHIN WORDS
Pupils try to find smaller words inside each of their spelling words without rearranging the letters. Eg using the word 'broaching' you could find 'not king' 'in' 'al'. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.

12. SILLY STORY
Working in pairs, pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class - the stories are usually very silly so children enjoy this activity.

13. FIVE GAME
This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils study the words. They then look away and a nominated person removes one of the cards. Pupils take turns, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly.

14. MAGNETIC LETTERS
Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

15. WORD SEARCH
Using squared paper, pupils make a 10x10 grid with their spelling words. Words are not written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words. For the next spelling session, 10x10 grids are swapped with another member of the same spelling group. Words are mixed up and then written out underneath. How many can they find? They are then checked back and marked by the original owner of the 10x10 grid.

16. MIMIC WORDS
Show the children an example of a mnemonic or explain why they are used eg big elephants can shake underneath small elephants - **big elephants**
Working with a partner, pupils try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set (again about 10 minutes). Their mnemonic can then be shared with another pair, the whole group or displayed on the wall for everyone to see.

17. LUCKY BAG
This is a game best played in threes or threes. Pupils take turns to pick out 10 plastic letters from a bag. They mustn't look into the bag, as it's 'lucky dip'. The picked letters are placed in front of
Spelling Activities



Year 2 Parents' Workshop

Spelling Activities

Finger Hopscotch

Find a partner 😊.

Parent Games 😊

- Spelling Tennis
- Finger Hopscotch
- Silly Story
- Kim's Game

Finger hopscotch

g	h	m	t	v
f	j	n	s	w
Safe	k	Safe	r	Safe
d	l	p	q	x
c	e	i	o	y
b	a	Start	u	z

Choose a word from the middle of the table - don't show your partner. Using a finger hopscotch grid, spell out the word with your fingers and your partner must guess the word.



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Spelling Activities

Parent Games 😊

- Spelling Tennis
 - Finger Hopscotch
- Silly Story
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Spelling Tennis

Find two friends to work with 😊.

Person 1 chooses a word; the other two members of the group take it in turns to say alternate letters until the whole word is spelt.

If a mistake is made, person 1 tells them what the mistake was and puts the word to the bottom of the pile to be spelt again.

Correct words are counted up.



Year 2 Parents' Workshop

Spelling Activities

Silly Story

Parent Games 😊

- Spelling Tennis
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Using the following 6 words (from the Y5&6 list), write a short silly story. You must ensure the words are spelt correctly and use all of the words.

cemetery exaggerate mischievous queue determined



Year 2

Parents' Workshop

Spelling Activities

Parent Games 😊

- Spelling Tennis
- Finger Hopscotch
- Silly Story
- Kim's Game

Kim's Game

Look at the words on the tray.
You have got 1 minute to memorise the words.

One person from each table then removes a word (everyone else closes their eyes). Can the rest of the group work out which word has been removed?



Year 2 Parents' Workshop

Thank you for coming.

The workshop presentations and spelling games are on the school website.

Please ask any questions