



Welcome to the Year 2 Spelling & Fluency Parent Workshop

COOMBE HILL INFANTS' SCHOOL

Learn together, grow together

www.coombehillinants.com





Little Wandle Letters and Sounds Revised

Our school uses
*Little Wandle Letters and
Sounds Revised* as our
systematic, synthetic phonics
(SSP) programme to teach
early reading and spelling.



TM



[Home](#) > [Teaching & Learning](#) > [Writing](#)

Writing



National Curriculum

Curriculum Intent

Writing is closely linked with the development of reading skills and is highly valued at CHI. Through our Power of Reading approach and immersion in high quality, diverse text, our children are inspired to write, compose stories and ideas, both orally and in writing. Our staff agree that we are aiming for the same endpoint - children who write clearly, accurately and coherently for a wide range of purposes. We aim for our children to develop good handwriting using accurate spelling and through books and opportunities for first-hand experiences, they write for a purpose and audience.

In this section

[Our Handwriting Approach](#)

[Our Spelling Approach](#)



Spelling



Moving from Phonics to Spelling

Term	Weeks of teaching	Programme focus
Year 2 Autumn 1	5 weeks	Phase 5 review
Year 2 Autumn 2	5 weeks	Bridge to spelling
Year 2 Spring and Summer	20 weeks	Spelling

Bridge to Spelling (Autumn 2)

- This term, your child will be taught how to ‘think about spelling’.
- Over five weeks of daily lessons, the children complete the alphabetic code and learn the underpinning concepts of spelling.
- Once this learning is secure, children are ready to move on to the Year 2 Spelling units.



/m/

m

mm

mb

mn

Building on Year 1 (Phonic) strategies

- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.



Spelling Words

Sound buttons



cat
· · ·

kitten
· · — · ·

chicken
— · — · ·

school
· — — ·

raccoon
· · — — ·

mosque
· · · —

make
· ·

summer
· · — —

thumb
— · —

autumn
— · · —

Long or short vowel sounds

wait

wheel

penguin

vision

treasure

collage

Which ones need protecting?



Syllables and chunking

Break longer words into syllables.

- Clap them out
- Place back of hand under chin

e.g. **un/help/ful**

Identify prefixes and suffixes
(taught so far)

e.g. **unhelpful**



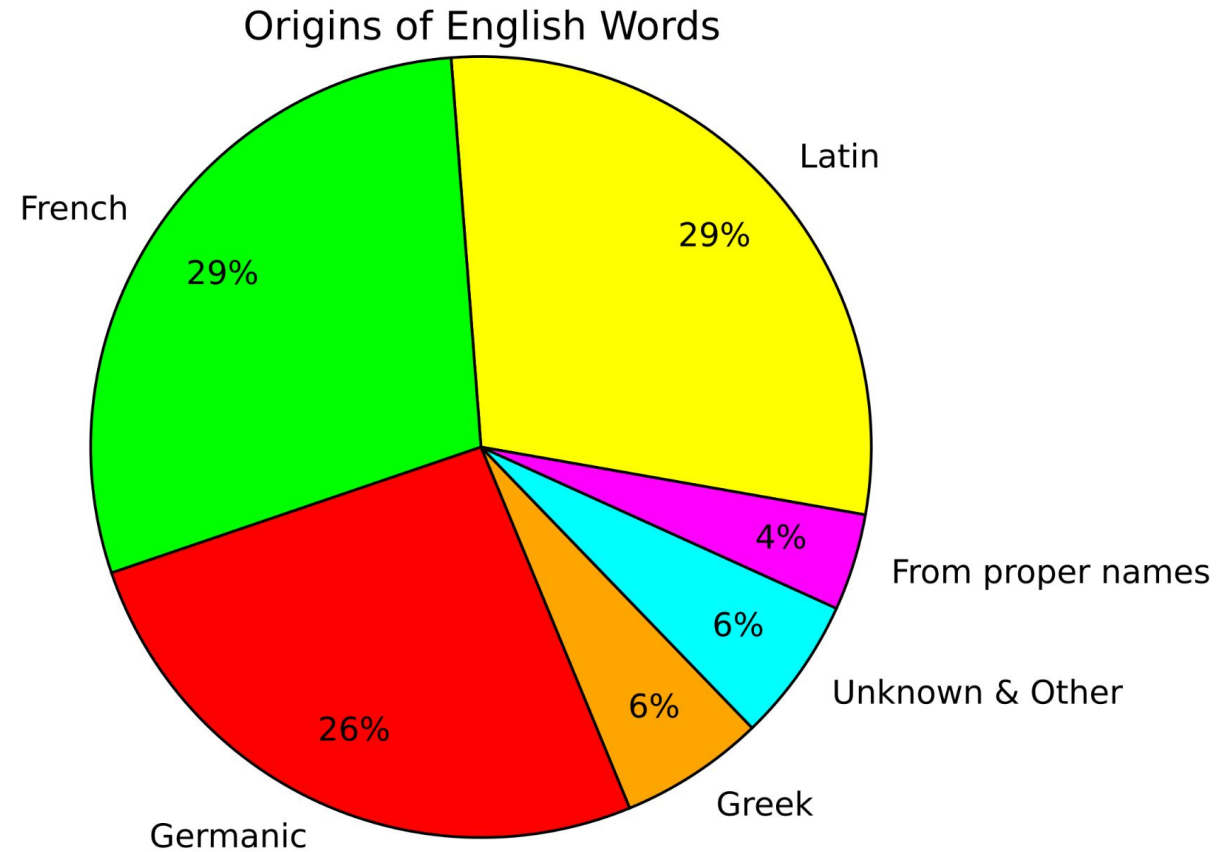
Spelling (Spring & Summer)

- The Spelling units follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning.
- Little Wandle Spelling teaches children to consider etymology, morphology and grammar when spelling new words.
- We also use mnemonics to help children remember tricky spelling patterns.
- The programme provides full coverage of **National Curriculum** spelling requirements.

Etymology

- This relates to the origin and development of a word throughout history.

For example, the word **heat** comes from the Middle English word **hete**, which in turn came from the German word **hitze**, meaning hot.





Morphology

- Morphology is the study of meaningful units of language, called morphemes, and how they are combined in forming words.

For example, the word **unhelpful** can be broken up as **un-help-ful**,

with the prefix **un-** (not),

the root word **help**,

and the suffix **-ful** (has (in abundance)).



Grammar

- Grammar is a set of language rules that allow us to communicate meaningfully.

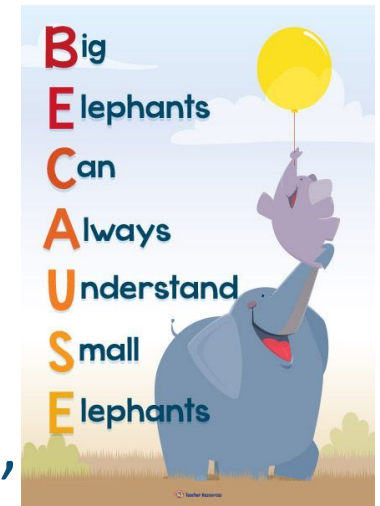
An example of what the children study is that of homophones. One must understand the word's meaning to choose the correct spelling.

to	too	two
there	their	they're
by	bye	buy

Mnemonics

- Mnemonics are ways of remembering the order of letters in words.

At our school we use,



- suffix ‘-ed’ - “Uncle Ed remembers what he used to do.”
- ‘because’ - “big elephants can always understand small elephants”
- ‘c/sh/w o-u-l-d’ - “oh you lucky duck”

- Plus we take suggestions from the children too.

Oh you Lucky Duck!

should

could

would





Supporting your child at home

Google classroom

- Phase 5 Review

Phonic words to learn to read and spell: cities sorry reply please water bread basic action
Prickly word of the week: friend

- Bridge to Spelling

Spelling Rule: Why do some words end in 'k' or 'ck'?
Why do some words end in 'ch' or 'tch'?
Words to learn to read and spell: which quick stretch beach cloak magic match kitchen

- Spelling Unit

Spelling rule to practise at home

2nd week of two

- Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?
- It's believed that the initial letters (k, g and w) were originally pronounced in these words
- Words to spell: knitter wrapped gnashing knowing gnawed knitting wrapper knocker
- Prickly words to spell: once two Homophones to spell: knight/night

Play Spelling games

Fun ways to help your child learn their spellings

Rainbow Words

First write your spelling words in pencil. Trace over the words 5 times using a different coloured crayon each time.



Pyramid Writing

Pyramid write your spelling words. Try to write them neatly!

Example: s
so
som
some



Silly Sentences

Write silly sentences with a spelling word in each sentence. Underline your spelling words.

Example:
My cat wears a yellow hat when she goes dancing.

cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing.

Backwards Words

Write out your spelling words forwards and then backwards.

Example:
home emoh



ABC Order

Write out your spelling words in alphabetical order.



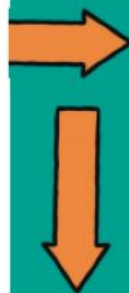
Fancy Letters

Write out each of your spelling words using fancy writing. Your letters could be curly or dotty.

Across and Down

Write each word across and down, sharing the same first letter.

Example: when
hen



Bubble Letters

Write your spelling words in bubble letters. After you have written them you can colour them in with crayons.





Using letter names

In decodable words- children use phonemes (sounds) and their “segmenting fingers” or clapping syllables to help them spell words.

In CEW/tricky words- children use letter names to spell words.



Reading (Fluency)

From phonics to fluency (books)

It is common for children to be unable to read with prosody when they are learning to read – they are not reading at a fast enough rate to think about what they are reading as they read.

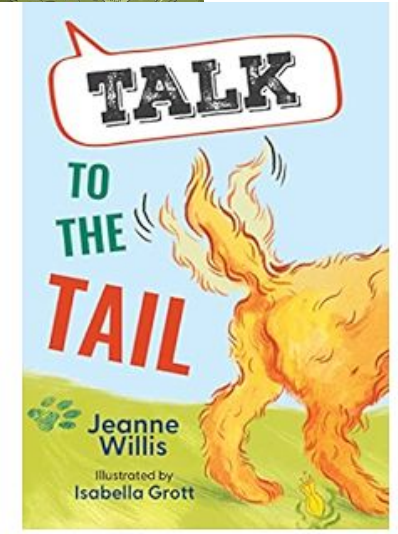
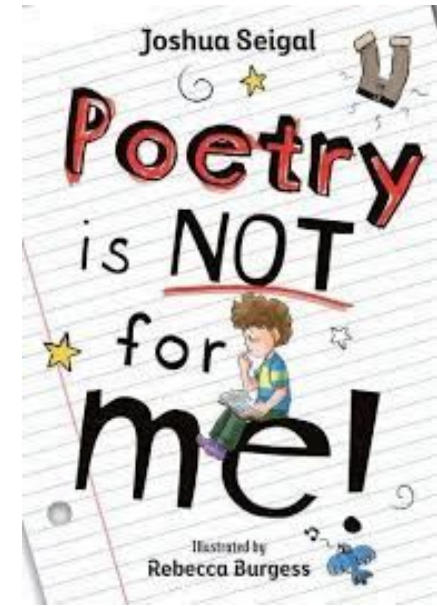
A reading speed of 90 words per minute (wpm) is required to integrate comprehension whilst reading (Armbruster et al, 2001).



As in Rec/Year 1 we use assessment to match your child the right level of book



	Cumulative count
"Did you spot anyone?" asked Jen.	6
Jake shook his head. "The Emperor's precious hoard is still safe."	17
Then they both heard a rattling sound.	24
Jake gnawed on his fingernails. "What's that? A ninja?"	33
Jen's expression turned suspicious. "Sounds more like an insect ..."	42
Jake spotted a strange shadow in the tree. "There! I caught sight of the ninja!" But when Jen peered up, there was nothing to see.	55
Jake's knees knocked together. "I'm scared!" he said.	67
"Calm down," sneered Jen. "You need to be brave."	75
"But ninjas are known to be dangerous," said Jake. "They can climb up sheer walls. They can change shape into ferocious animals. They can soar like bats. They can disappear like phantoms. They can even stop your pulse with one touch!"	84
Jen laughed. "Those are just myths." Then two grey eyes stared straight at her and Jen stopped laughing. "Ninja!" she squealed.	96
Reading rate (number of words read correctly in one minute)	<input type="text"/> (A)
Total number of words read/attempted	<input type="text"/> (B)
Accuracy rate (proportion of words read accurately)	<input type="text"/> (A) / <input type="text"/> (B) x 100 = <input type="text"/> %



A note of caution

Research identifies the key factors of fluency to be:

- accuracy
- rate/automaticity
- prosody/expression (pauses, intonation).

Fluency level	Reading speed at 90% accuracy
F1	60wpm
F2	70wpm
F3	80wpm
F4	85wpm
F5	90wpm

Fluency level	Reading speed at 90% accuracy
F6	95wpm
F7	100wpm
F8	110wpm
F9	115wpm
F10	120wpm

When your child brings their fluency reading book home



They will have read the book **once across six sessions over a 2 week period**, with the teacher in their reading group.

Children will benefit from re-reading them.

Please engage with all the bonus content (maps, Q&A with the author/illustrator, related information)

It is not essential that you hear your child read, if your child just wants to read by themselves, then you can just talk about the book afterwards.



“You can measure the strength of a school by how hard it fights to protect its reading time against the pressures of the timetable.”

Aidan Chambers - The Reading Environment

Here’s how many words children would have heard by the time they were 5 years old:

Never read to,	4,662 words;
1–2 times per week,	63,570 words;
3–5 times per week,	169,520 words;
daily,	296,660 words;
five books a day,	1,483,300 words.

Any questions?



Q: Are words sent home on Google Classroom each Friday random or organised in some way?

A: There will be a theme or “rule” to the 8 words sent home that links them. Additionally there may be “Prickly Words” which don’t fit the rule, and homophones too.

Q: How often do you get new Fluency books?

A: Every 2 weeks on Fridays.

Q: How many times will they have read the fluency books?

A: Each chapter will generally have been read once. Some of the additional content (eg. Author Q&A) may not have been read at all.

Q: If my child reads the entire Fluency book in one sitting, what can they do until the next book is provided?

A: Each class has a library of books that can be selected from. Try to diversify the types of text read to include non-fiction, poetry and age-appropriate magazines and comics. Being familiar with these will help with future writing tasks e.g. writing a newspaper report or factfile. Additionally the Fluency books have a lot of rich content and multiple reads would absolutely be beneficial.

Q: My child is earlier in the reading journey and I wonder if the spelling programme will overwhelm them.

A: Staff are well placed to ensure all children progress, no matter what stage they are at. Support will continue in Year 3 and beyond. Some children may complete the Year 2 Spelling programme in Year 3. Your teacher will advise you on what level of home support is required. Positive encouragement by staff and parents benefits all children and provides necessary reassurance and motivation.