

# Supporting Your Child With Phonics and Reading in EYFS and KS1



We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



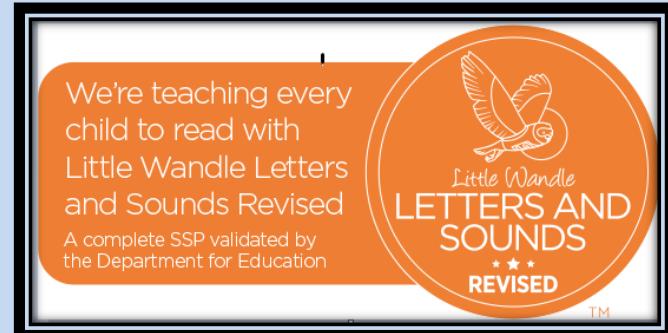
**DAYS LANE**  
PRIMARY SCHOOL

# Aims



To understand:

- The complexity of the skills involved in early reading
- An introduction to Little Wandle
- An overview of the progression of skills
- An insight into how we teach reading at Days Lane to enable you to support this learning at home
  
- The importance of reading
- How to develop a love for reading
- Reading for pleasure
- Helping at home
- Types of questions



**Read to Succeed!**



DAY'S LANE  
PRIMARY SCHOOL

We're teaching every  
child to read with  
Little Wandle Letters  
and Sounds Revised  
A complete SSP validated by  
the Department for Education



## Little Wandle Letters and Sounds Revised

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





DAYSLANE  
PRIMARY SCHOOL

# Early Reading

Read this please:

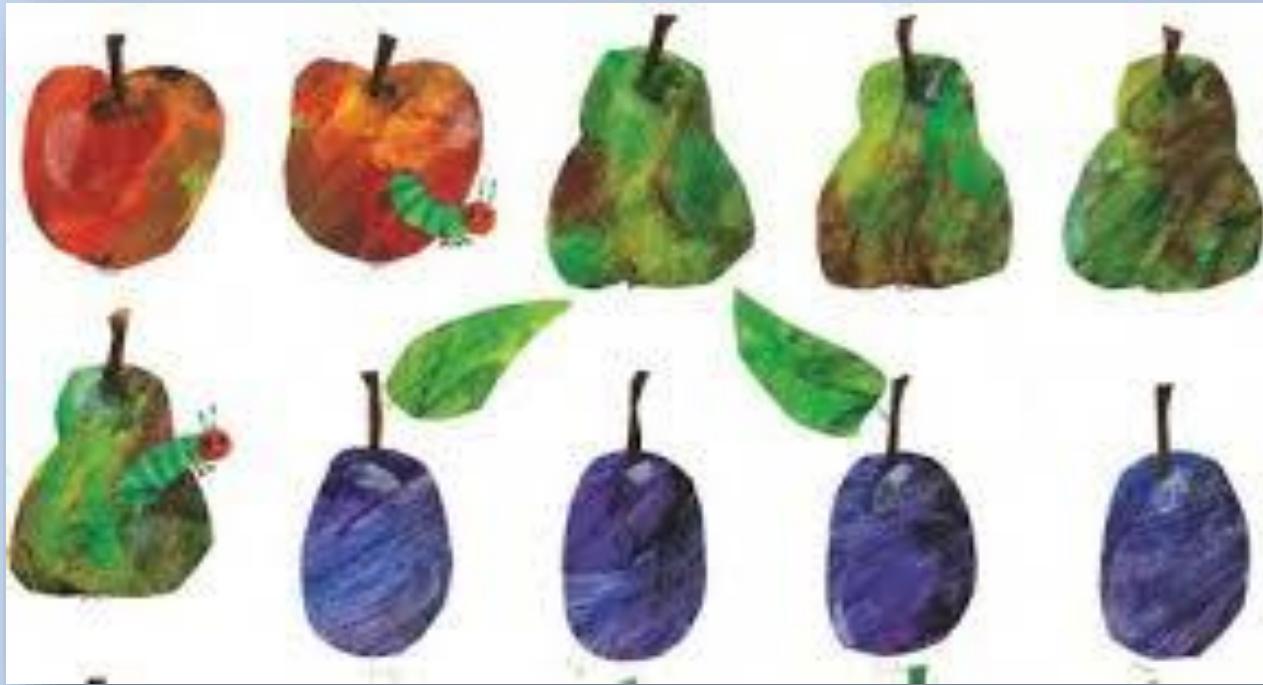
Wsdlihkrweugfvbalih.  
dougoiuasdpiy9ukgp;uogpsduiogh.  
Oudghpouisdou8tgpougvsdl.

This is what your children will see  
before they can read!



DAY'S LANE  
PRIMARY SCHOOL

Now read this.  
(Use the pictures to tell the story.)





# Pre-reading

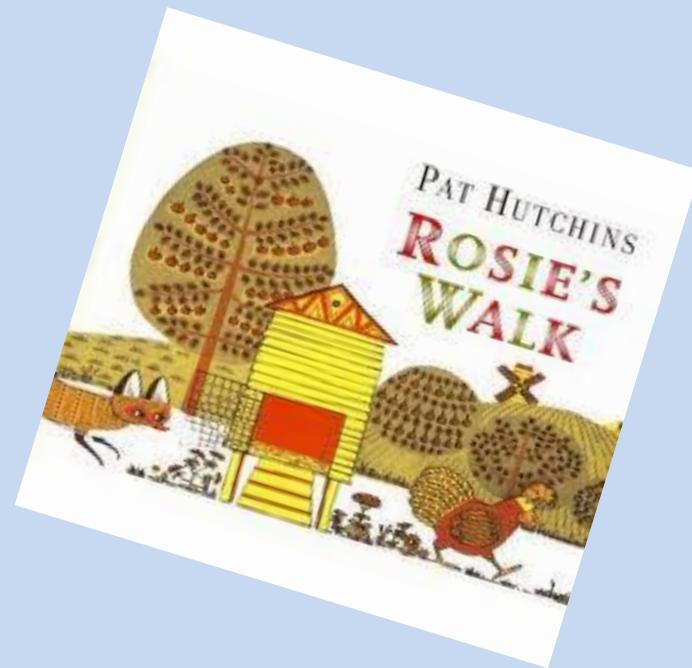
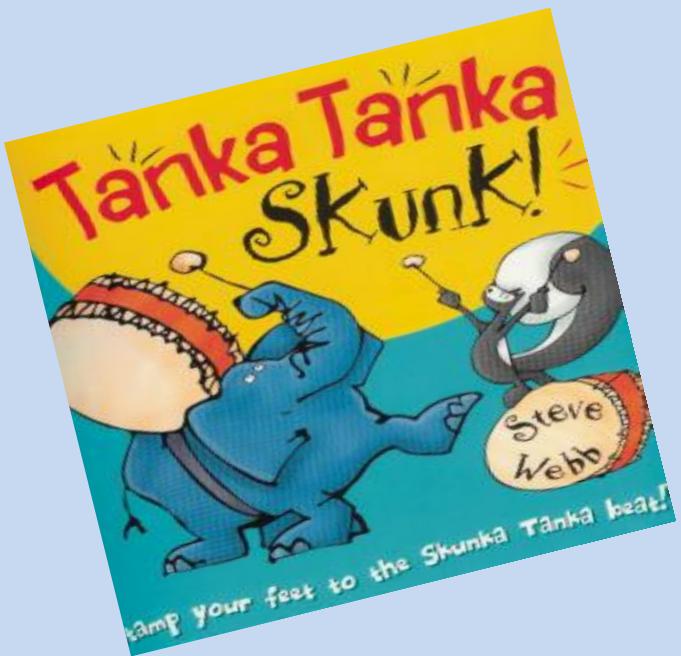
## How to help at home to encourage pre-reading:

- Talk about pictures and make up a story
- Read to your child daily
- Identify initial sounds e.g. **cat** **dog** **mat**
- Discuss the book after reading and ask questions about what has happened, what might happen next etc.
- Discover a variety of text types e.g. books, menus, comics, signs and explore the features of texts
- Show your child that you are also a reader – be a role model
- Visit the local library/bookshop



# Reading for Pleasure

## ‘choosing books’ develops an early LOVE of reading!



# Phonics

In Reception, your child has a daily phonics session during which they:

- Develop the ability to recognise what sound a letter makes (phoneme), or pairs/groups of letters make (digraph/trigraph)
  - e.g. phoneme **a** digraph **ch** trigraph **ing**
- Segment or ‘sound out’ and blend or ‘put back together’.
  - **c a t** is **cat**
- By Christmas we will have introduced Little Wandle phonics scheme across EYFS and KS1, which has a systematic approach: Review, Teach, Practise, Apply. Phonics is taught in phases and children are continually assessed.

# Why Synthetic Phonics?

- At Days Lane, we teach synthetic phonics as the primary approach for reading and writing.
- We follow the recommended teaching order of Letters and Sounds and will shortly move over to Little Wandle which follows a similar order
- Children learn in phases. The children move to the next phase as soon as they are ready.
- Assessment takes place in week 6 of every term.

# Phonics Activity

s      a      t      p      i      n

How many words can you make in 30 seconds using these letters?

Once you know what sounds your child is learning, this is the type of activity that you can do with your child at home.

# Lesson format

- In each year group, phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes and high frequency words/tricky words will be taught.
- **Practise:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading, writing and a range of activities that support consolidation of learning.

# At Phase 1 children learn to:

- Tune into sounds
- Listen and remember sounds
- Rhyme and group objects by their initial sounds
- Sequence
- Talk about sounds
- Develop vocabulary and language comprehension

## Phase 2

- Introduces 19 grapheme-phoneme correspondences, beginning with **s a t p i n**
- Segmenting and blending is taught as a reversible process
- As soon as children have a small number of grapheme/phoneme correspondences, blending and segmenting can start e.g. **pat, in, sip**
- Children are also introduced to ‘tricky words’ (words that cannot be sounded out): **the, to, no, go, I**

# Supporting your child with phonics

When segmenting and blending, it is crucially important to pronounce the sounds correctly.



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

# Phase 2 Tricky words

## Letters and Sounds

the

to

I

no

go

into

## Little Wandle

### New tricky words

put\* pull\* full\* as

and has his her

go no to into

she push\* he of

we me be

# Teaching tricky words

- Write the word on paper, cut out each letter and put the word back together
- Write the word three times. Trace over it in different colours
- Look, say, cover, visualise, write, check.
- Play bingo with the words
- Small word inside the word
- Write the word in a nonsense sentence
- Find words with similar patterns. e.g. the, them, they
- Write the word, draw around the shape of the word and cut out
- Can you add **ing** or **s** to any words
- Put words into alphabetical order

New tricky words
put* pull* full* as
and has his her
go no to into
she push* he of
we me be

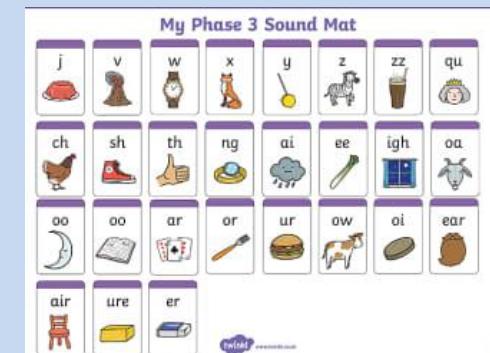
# Phase 3

Phase 3 consists of consonant and vowel digraphs (2 letters – 1 sound). All 44 phonemes have been taught but only one spelling for each.

Words to read in phase 3:

chip, shop, thin, ring, pain, feet, night,  
boat, boot, look, farm, fork, burn,  
town, coin, dear, fair, sure

Tricky words: he, she, we, me, be, was

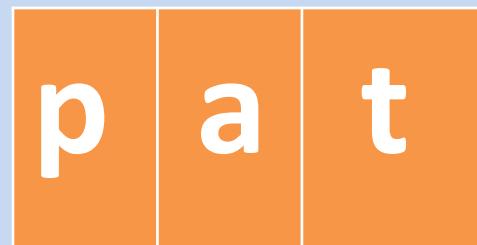


# Phase 4

- To consolidate all the learning in phases 2 and 3
- **No new GPCs (grapheme-phoneme correspondence) to learn**
- Develops children's skills knowledge and skills of blending and segmenting words with adjacent consonants, e.g. **stairs, tent, brain**
- Read two-syllable words e.g. lunchbox, desktop
- Tricky words: said, have, like, so, do, some, come

# Phoneme Frames

s a t p i n



# Using phoneme frames – segmenting for spelling

1	2	3	4
sh	ee	p	
c	r	a	b
ea	t		

# Segmenting for spelling – Your turn



# Word structure

VC phase 2	on	eat	off
CVC phase 2 & 3	dog	boat	chick
CCVC phase 4 &5	trip	train	brought
CVCC phase 4 &5	tent	paint	yards

# Vocabulary

<b>Phoneme</b>	<b>single unit of sound</b>
<b>Grapheme</b>	<b>single letter representing a unit of sound</b>
<b>Diagraph</b>	<b>2 letters representing a unit of sound</b>
<b>Trigraph</b>	<b>3 letters representing a unit of sound</b>

# Sound Buttons/Dots and Dashes

Sound buttons are used to help children segment/break down words into sound units (both during reading and writing).

d      o      g

•      •      •

ch      o      p

—      •      •

Encourage children to use their finger to follow the words.

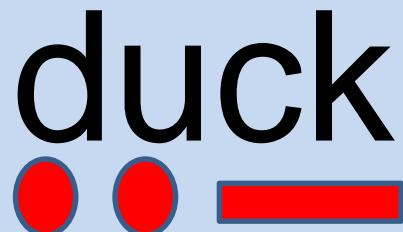
# Sound buttons

We use sound buttons to support children in reading and writing unfamiliar words.

A dot is used for a phoneme that is represented by 1 letter.

A dash is used for a phoneme that is represented by 2 or more letters – a digraph/trigraph.

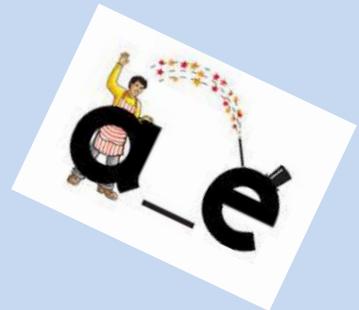
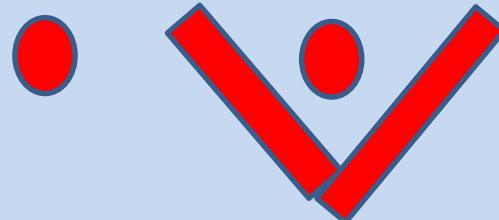
duck

The word "duck" is written in a large, bold, black sans-serif font. Below the letters, there are three red sound buttons: two small circles under the letters "u" and "c", and a longer horizontal bar under the letter "k".

# Sound buttons for a split digraph

A split digraph is when two letters make one sound but are split with a consonant.

make



# Hand signals for blending unfamiliar words to read – Segmenting fingers

In order to reinforce the blending of phonemes for reading, we use hand signals to help blend decodable words.

Sound it

blend it

read it

f i sh

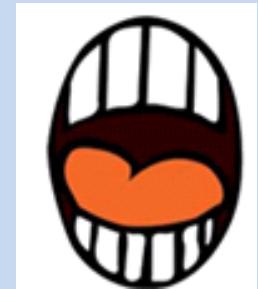
sound it



blend it



read it



# sock

Can you add sound buttons?

sound it



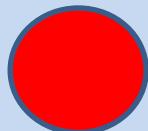
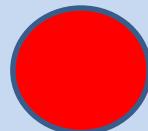
blend it



read it



# sock



Can you add sound buttons?

# Sound buttons - blending

it	am	got
kick	mess	laptop
rain	now	shed
cook	turnip	join
clear	shark	pure
shorter	powder	march

# Sound buttons - blending

it	am	got
kick	mess	laptop
rain	now	shed
cook	turnip	join
clear	shark	pure
shorter	powder	march

# Segmenting and Blending

It is the ability to segment and blend rapidly, whilst correctly pronouncing the letter sounds, that is important when reading unusual words, unknown words or pseudo words (alien).

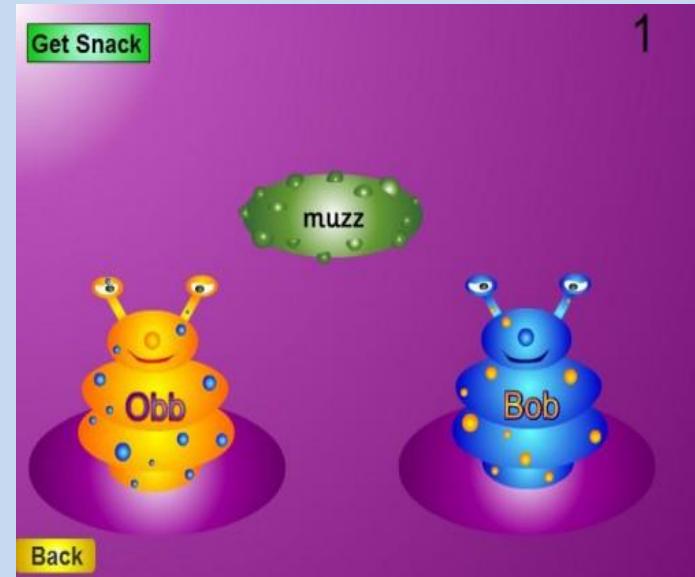


zubsem

trumpet

# Real and alien words

- We learn to read by segmenting the word into phonemes and then blending the phonemes.
- Little Wandle – Alien words are introduced on Spring term of Year 1 to help prepare for the Phonics Screening test.
- We read **real** and **pseudo** (alien) words in order to practise this segmenting and blending.



# Alien words

These are always accompanied by an alien picture to show the children that they are not 'real words'.



muzz

# Phonics Screening Check

All children in Year 1 will sit the Phonics Screening Check.  
(Week commencing **12<sup>th</sup> June 2023**)

- The test is administered on a 1:1 basis
- The pass mark is not known until after the testing period is over
- The test consists of a combination of 40 real and pseudo (alien) words. The children are able to dot and dash to support segmenting and blending for reading
- If your child does not pass the test, then they resit towards the end of Year 2.

# Year 1

In Year 1, the children have a phonics session each morning and this will be followed up with a second practice session if required.

Children in Year 1 would be expected to revise Phase 4 before moving on to Phase 5.

- Alternate spellings of a phoneme e.g. ai or ay
- Alternate pronunciations for single vowels e.g. a in hat or was
- Alternate pronunciations for consonants e.g. g in got or giant
- Alternate pronunciations for vowel digraphs e.g. ow in cow or blow

However, if they are not ready they will continue on the Phase that they are working within. They will learn within Phase groups as well as applying their phonic knowledge in reading and writing within English lessons.



# Recap Phase 4

- To consolidate all the learning in phases 2 and 3
- **No new GPCs (grapheme-phoneme correspondence) to learn**
- Develops children's skills knowledge and skills of blending and segmenting words with adjacent consonants, e.g. **stairs, tent, brain**
- Read two-syllable words e.g. lunchbox, desktop
- Tricky words: said, have, like, so, do, some, come

# Phase 5

The purpose of this phase is for the children to broaden their knowledge of graphemes and phonemes for use in reading and writing.

- Learn new representations of vowel digraphs learnt in phase 3: **ay, ai, a-e, ea, aigh, igh, ie, I, ow, o-e**
- **Alternative pronunciations** for the graphemes children already know: **ow – blow, cow**
- Develop ability to choose the appropriate graphemes to represent phonemes when reading and writing.
- Tricky words: **oh, their, people, looked, Mrs, Mr, called, asked, could**

# Sounding and Spelling

- ay day
- a-e made
- ai train
- ey they
- eigh eight
- aigh straight
- a a

# Bug Club Reading Books

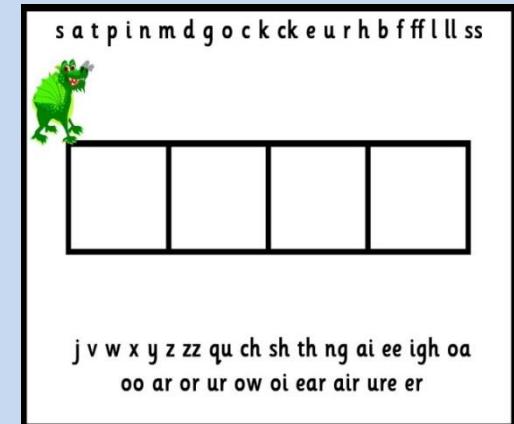
- Reception and Year 1 use the Bug Club reading scheme.
- Books are linked to the sounds being taught in class
- Online subscription – your child will be given a password and assigned a reading book to access online



# Phonics learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming
- Playing games – table games or interactive games on the computer
- Using phoneme frames, “sound buttons” and whiteboards to spell words
- Matching words to pictures
- Making words with phonemes
- Flashcard time challenges
- Reading and writing sentences.



The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.



**Evidence suggests that children who read for enjoyment every day, not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.**



At Days Lane, we value reading as an essential life skill that empowers children to achieve their full potential. We have high expectations of our children as readers and our aims are

- to teach every child to become a fluent and confident reader
- to give children the reading skills necessary to enable their learning in all subjects
- that each child grows to enjoy reading, in order that they become lifelong readers
- To help your child to achieve their full potential, we would like your support in encouraging and engaging in their reading.

# Why is Reading so important?

Promoting reading has been shown to have a major impact on children, adults and their futures. Main benefits include:

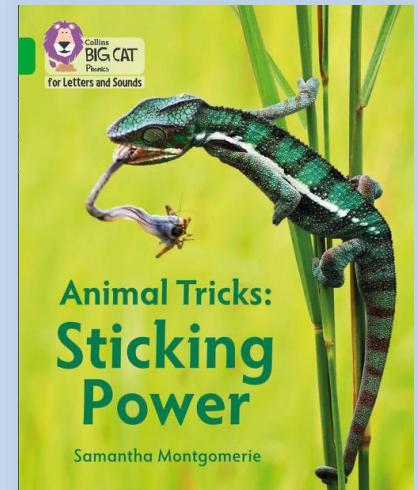
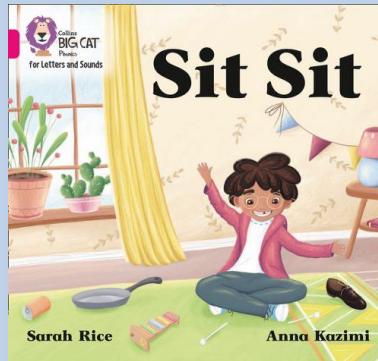
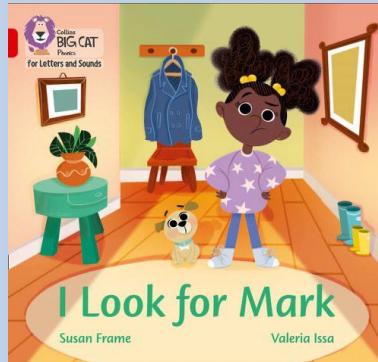
- Increased reading attainment and writing ability
- Better comprehension skills & understanding of grammar
- A wider vocabulary
- More positive reading attitudes
- Greater self confidence as a reader
- Pleasure in reading in later life
- Superior general knowledge
- A better understanding of other cultures
- Greater insight into human nature and decision making



# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



We use assessment to match your child  
the right level of book

**Little Wandle Letters and Sounds Revised Reception  
Child assessment**

**Autumn 1**

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



# Reading a book at the right level

## **This means that your child should:**

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



# How can you support your child to develop a love of reading.

- Regular library visits
- Sharing picture books
- Bedtime stories
- Audio books
- Comics
- Let them see ‘you’ reading
- Reading in different places (park, garden, woods)

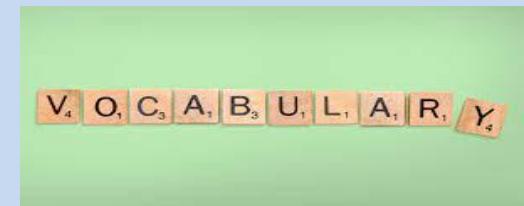


# Vocabulary

Learning to read is about listening and understanding as well as working out print. Through hearing stories, children are exposed to a rich and wide vocabulary. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.

**Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech. Vocabulary is particularly important to text comprehension, as children's books tend to deploy far less common vocabulary than is found in day-to-day speech (Snow et al, 1998; Stanovich, 1993).**

Ofsted Research on Reading 2019



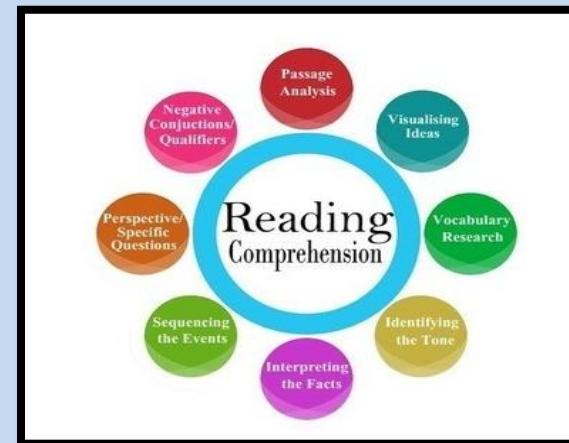
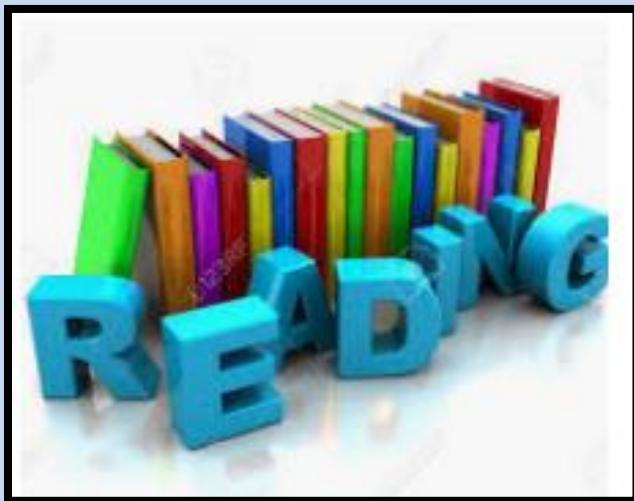
**Examples of words children often don't know the meaning of:**

windowsill supper cattle puzzling master trundled

huddled mumble

# The National Curriculum

- A key distinction was made in the programme of study for reading, between word reading & language comprehension.



# Child Development

Thinking about how a child's language develops as they grow from birth can help us provide better support.

Skills are developed in the following order:

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

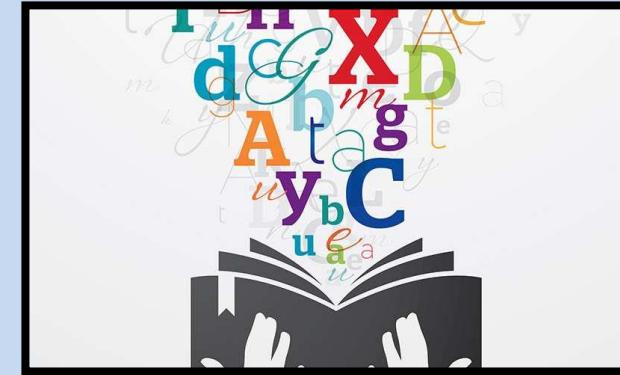


Each stage overlaps, but ensuring children hear and speak language correctly will have a positive impact on their reading and writing skills.



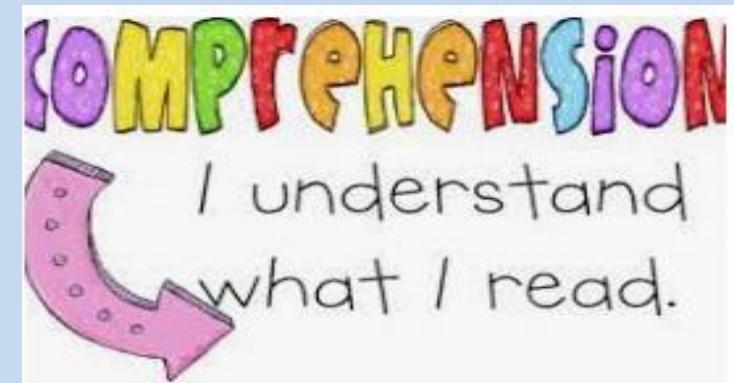
# What Do Good Readers Do?

- Make predictions
- Summarise
- Clarify words & ideas
- Ask questions
- Make connections
- Infer
- Read often and widely



# How to support comprehension skills.

Once children have begun to read independently, it is time to support their comprehension skills. Sometimes the process of segmenting and blending can make it hard for children to follow what is actually happening in the story. Stopping frequently to ask your child about what they have read and to allow them to predict what they think will happen next, will support them with this skill.



# Reading for Pleasure

Reading for pleasure has positive social and emotional consequences

There are positive links between reading enjoyment, reading frequency & levels of attainment

The more often, and the more widely, you read, the better you become at it!

Reading helps to develop empathy, language, vocabulary and imagination!

Independent reading is the best predictor of children's reading achievement overall.

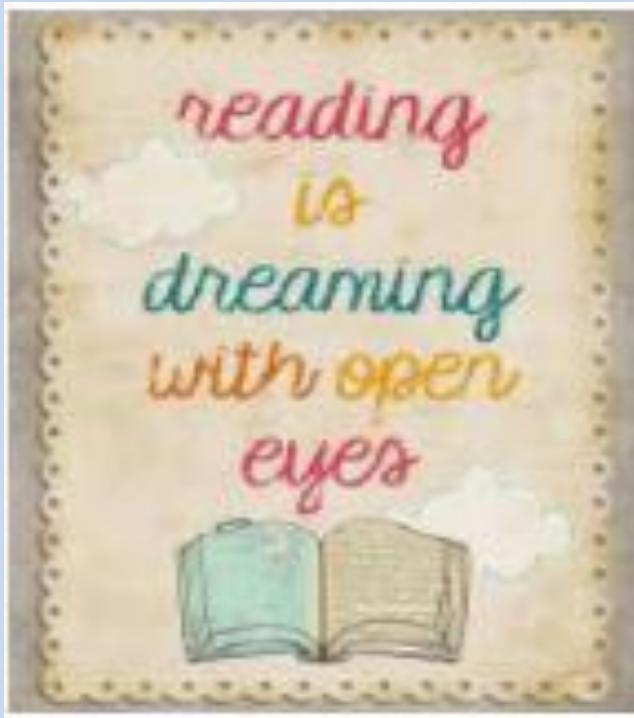
Reading for pleasure vastly improves spelling, grammar, writing ability and general knowledge.

It improves concentration and builds new connections in the brain.

Reading is a great way to relax and/or spend time together.

# Reading for pleasure will bring challenge...

- When reading for pleasure, both books from school and books from home, there will be times when children choose texts that they are not able to fully read or comprehend themselves.



- Supporting children to enjoy these texts is an important part of helping them to learn – and provides a perfect excuse to read and enjoy the book together.

# Helping at Home: Before Reading

- If it is the first time your child has read the book, **look at the cover and title** with them to **predict** what they think the book might be about.
- **Make links to other books** read with similar themes, the same characters and/or similar authors/illustrators.
- Give them time to flick through the book and **read the blurb**.
- If relevant, relate the reading to a **child's personal experiences**



# How Can You Help At Home?

- Read often (little & often is best) - target is **5 times a week**
- Read widely. Text does not always need to be a book from school
- Newspapers/comics/magazines/picture books/audio books
- Include non-fiction if your child does not always like stories. Lots of children love finding out facts
- Comment in your child's **reading record** about your joint reading experience
- Online reading – Bug Club.



# How Can You Help At Home?

- **Share the reading** – this could be a page, sentence or even a word each
- If younger children don't want to read, parents can read to them. Switch your emphasis **from word reading to comprehension**
- Put the subtitles on when they are watching the television.
- Play games like Scrabble & Boggle
- Involve children in cooking – ask them to **read instructions and recipes**



# How Can You Help At Home?

- Be positive and encouraging
- Be full of praise and focus on what went well
- Avoid challenging every mistake
- Allow children time to correct themselves



Children and young people who read daily **are four times more likely to read above the level expected for their age** compared with their peers who don't read daily (22.3% vs 5.7%)

*National Literacy Trust*

# EYFS - KS1 Home Reading

## Expectations

- ✓ We ask that you read with your child at least 5 times a week, for 10 mins – EYFS / 15 mins KS1 each day and record this in their Reading Record Books
- ✓ It is ideal to read at a time when you can both take time to relax, enjoy and discuss the story
- ✓ As your child progresses, it is still very important for you to listen and discuss their reading. It is equally important for them to have a regular chance to listen to you read
- ✓ Children will bring reading books to and from school every day. One will be a phonics/decodable book and one will be a reading for pleasure book
- ✓ Your child is expected to access their virtual bug club library



# Bug Club Reading Scheme

- All children in Reception and KS1 have password access to Bug Club
- Books are linked to the reading ability of your child (decoding and comprehension)
- Texts are interactive. Children can click on the bug to reveal a question
- Encourage wider reading at home as an additional resource, rather than replacing real books



# Bug Club Reading Scheme

**Search by:**

- Book Band (480)
- Reading Recovery Level (454)
- Year (480)
- Phonic Phase (326)

**Book Band**

- Lilac (8)
- Pink A (19)
- Pink - all levels (36)
- Pink B (18)
- Red A (KSI) (26)
- Red - all levels (KSI) (72)
- Red B (KSI) (29)
- Red C (KSI) (19)
- Yellow A (32)
- Yellow - all levels (40)
- Yellow B (32)
- Yellow C (32)
- Blue A (KSI) (17)
- Blue - all levels (KSI) (40)
- Blue B (KSI) (21)
- Blue C (KSI) (12)
- Green A (13)
- Green - all levels (26)
- Green B (12)
- Green C (11)

**Select All** **Allocate** **Add to My Files** **Allocate Book Bands** **Show: 50** 480 resources found **1 2 3 ... 10**

 <b>I</b> allocated	 <b>Hey, Stop!</b> by Alison Hawes, illustrated by Sophia Touliatou Oliver drops his toy in the street. Can Suzy stop him to give it back?  <b>Buy Print</b> <b>More info</b>	
 <b>I</b> allocated	 <b>Miss Polly Had a Dolly</b> by Alison Hawes, illustrated by Antonia Woodward Miss Polly's dolly is sick! Can the doctor make her better?  <b>Buy Print</b> <b>More info</b>	
 <b>I</b> allocated	 <b>Storm Friends</b> by Alison Hawes, illustrated by Colin Jack When a storm blows the garden fence down, Tim meets Ellen from next door. But how will they stay friends when their dads fix the fence?  <b>Buy Print</b> <b>More info</b>	



# Reading to your Child

Reading to your child can give them the opportunity to hear stories & language at a higher level than they may be able to read completely alone.

Research also shows that hearing texts read aloud is a significant source of vocabulary acquisition.

## Reading to your child

Following along with your reading allows children the opportunity to hear and discuss whole texts, which helps them to develop reading preferences and opinions, as well as improving understanding of how texts fit together as a whole.

When you read with your child, they hear what fluent, expressive reading sounds like.

This, in turn, helps to make their own reading more fluent and expressive – which also helps to improve their understanding of the text.



Reading together shows children the value of reading. It can also be relaxing and fun for adults and children alike.

# Reading unknown words

ALWAYS MAKE SURE YOUR CHILD UNDERSTANDS ANY NEW OR UNFAMILIAR WORDS.

The best way to develop understanding is to talk about texts and vocabulary.

Read a range of texts which will introduce them to new vocabulary. Use adventurous words in speech.

### Lips the Fish



Get your lips ready to say the first few sounds of the word.

### Stretchy Snake



Stretch the sounds out S-l-o-w-l-y to figure out the word.

### Eagle Eyes



Look at the pictures for clues to help figure out the words.

### Chunky Monkey

Look for a smaller chunk you know inside the word.



### Skippy Frog



Skip the word and read to the end of the sentence...then hop on back and try again.

### Tryin' Lion



Look back over the word or sentence and use another strategy to "try again".

### Dot the Giraffe

Look at the punctuation and read with

Expression:

, ? !



### Flippy the Dolphin



If the short vowel sound doesn't make sense then try the long vowel sound.

### Helpful Kangaroo



If you have tried all of the other strategies and still aren't sure... ask for help.

# Look for picture clues

The flowers are on the windowsill.



# Split words into smaller parts

The theatre put on a pantomime.

- Pant + o + mime= pantomime

Rex has a new Labrador puppy.

- Lab+ ra+ dor= Labrador



# Reluctant Readers

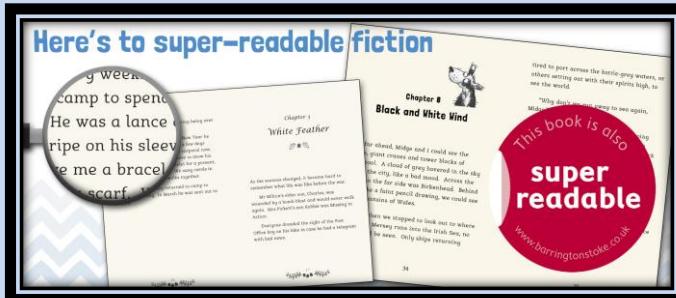
Let children **choose** the book **they** want to read, without adults placing **pressure** on them to read something else more appropriate.

Find **texts** that might ‘**hook**’ them into reading – for example, books linked to a hobby, sports books, humorous or scary books, non-fiction

Sometimes it can be a **simple matter of font** or the **look** of a page that **puts children off** reading - many publishers have created texts specifically in mind e.g. Barrington Stoke’s ‘super-readable’ books.



Children naturally copy modelled behaviours. **Show them how enjoyable reading can be** – if you don’t already let them see you enjoying a read.



Keep **reading** to your child. This can **encourage a love of stories**, which can lead to reading more later.

# Questioning

## Open vs. Closed Questions

- Open-ended questions begin with:
  - What...?
  - Why...?
  - How...?
- Closed-ended questions begin with:
  - Is /are...?
  - Do / did...?
  - Would / will...?
  - Could / can...?
  - Was / were...?
  - Have / has...?
  - **Which**...?
  - **Who**...?
  - **When**...?
  - **Where**...?

# Types of Questions to ask your child.

- What do you think the story will be about?
- What has happened so far?
- What might happen next?
- What part was the funniest/saddest etc?
- Why did that character do . . . .?
- What does . . . . mean?
- Why do you think the author has chosen this word?
- What was your favourite part? Why?



# Examples of Questions:

Types of questions linked to each of the areas mentioned can be found on the following website:

<https://theteachhub.co.uk/reading-domain-question-stems-from-recent-sats-papers/>

[https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1\\_reading\\_vipers.pdf](https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf)

[https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks2\\_reading\\_vipers.pdf](https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks2_reading_vipers.pdf)

# Suggested Reading Lists Year 1



## Brilliant Book List Y1

Essential reading for every Y1 classroom!



### Suggested Books

- Aliens Love Underpants  
by Claire Freedman
- Ronald the Rhino  
by Twinkl Originals
- Dougal's Deep-Sea Diary  
by Simon Bartram
- Fairytale News  
by Colin Hawkes
- The Cautious Caterpillar  
by Twinkl Originals
- Starry-Eyed Stan  
by Twinkl Originals
- Funny Bones  
by Allan Ahlberg
- Rameena's Ramadan  
by Twinkl Originals
- Giraffes Can't Dance  
by Giles Andreae
- The Messy Magpie  
by Twinkl Originals
- Hairy Maclary from Donaldson's Dairy  
by Lynley Dodd
- Horrid Henry  
by Francesca Simon
- How to Catch a Star  
by Oliver Jeffers
- Charlie the Firefighter  
by Twinkl Originals
- How to Hide a Lion  
by Helen Stephens
- I Will Never Not Ever Eat a Tomato  
by Lauren Child
- We Are All Different  
by Twinkl Originals
- Lost and Found  
by Oliver Jeffers
- Oliver's Vegetables  
by Vivian French
- The Old Toy Room  
by Twinkl Originals
- Paddington  
by Michael Bond

### Continued

- Peace at Last  
by Jill Murphy
- Ten Little Lights  
by Twinkl Originals
- The Scarecrows' Wedding  
by Julia Donaldson
- Superworm  
by Julia Donaldson
- Don't Hog the Hedge  
by Twinkl Originals
- The Blue Balloon  
by Mick Inkpen
- Jake's First Day  
by Twinkl Originals
- The Jolly Christmas Postman  
by Janet and Allan Ahlberg
- The Day the Crayons Quit  
by Drew Daywalt and Oliver Jeffers
- The Gruffalo  
by Julia Donaldson
- Little Acorns  
by Twinkl Originals
- Part of the Party  
by Twinkl Originals
- The Heart and the Bottle  
by Oliver Jeffers
- The Jolly Postman  
by Janet and Allan Ahlberg
- Dragons in the City  
by Twinkl Originals
- The Lighthouse Keeper's Lunch  
by Ronda Armitage
- The Tiger Who Came to Tea  
by Judith Kerr
- We're Going On A Bear Hunt  
by Michael Rosen
- The Best Dress Ever  
by Twinkl Originals
- Whatever Next  
by Jill Murphy
- Where the Wild Things Are  
by Maurice Sendak

# Suggested Reading Lists Year 2



**Brilliant Book List Y2**  
Essential reading for every Y2 classroom!



<b>Suggested Books</b>	<b>Continued</b>
<p><a href="#">The Big Alfie and Annie Rose Storybook</a> by Shirley Hughes</p> <p><a href="#">Ronald the Rhino</a> by Twinkl Originals</p> <p><a href="#">The Dinosaur That Pooped Christmas</a> by Tom Fletcher</p> <p><a href="#">Fantastic Mr Fox</a> by Roald Dahl</p> <p><a href="#">Back to Earth with a Bump</a> by Twinkl Originals</p> <p><a href="#">Plantsmals</a> by Ricky Gervais</p> <p><a href="#">Flat Stanley</a> by Jeff Brown</p> <p><a href="#">Fel Fel Fel Fum!</a> by Twinkl Originals</p> <p><a href="#">George's Marvellous Medicine</a> by Roald Dahl</p> <p><a href="#">Horrid Henry</a> by Francesca Simon</p> <p><a href="#">The Making of Milton</a> by Twinkl Originals</p> <p><a href="#">Treasures in the Garden</a> by Twinkl Originals</p> <p><a href="#">Little Wolf's Book of Badness</a> by Ian Whybrow</p> <p><a href="#">Man on the Moon</a> by Simon Bartram</p> <p><a href="#">The Zoo Vet</a> by Twinkl Originals</p> <p><a href="#">Mr Majeika</a> by Humphrey Carpenter</p> <p><a href="#">On the Way Home</a> by Jill Murphy</p> <p><a href="#">Sparks in the Sky</a> by Twinkl Originals</p> <p><a href="#">The Princess and the Pea</a> by Lauren Child</p> <p><a href="#">The Day the Dragons Quit</a> by Drew Daywalt</p>	<p><a href="#">Carrot Club</a> by Twinkl Originals</p> <p><a href="#">The Great Paper Caper</a> by Oliver Jeffers</p> <p><a href="#">The Hedgehog</a> by Dick King-Smith</p> <p><a href="#">The Old Toy Room</a> by Twinkl Originals</p> <p><a href="#">The Magic Faraway Tree</a> by Enid Blyton</p> <p><a href="#">The Owl Who Was Afraid of the Dark</a> by Jill Tomlinson</p> <p><a href="#">A Magical Muddle</a> by Twinkl Originals</p> <p><a href="#">The True Story of the Three Little Pigs</a> by Jon Scieszka</p> <p><a href="#">A Christmas Collar</a> by Twinkl Originals</p> <p><a href="#">The Twits</a> by Roald Dahl</p> <p><a href="#">Little Acorns</a> by Twinkl Originals</p> <p><a href="#">Rameena's Ramadan</a> by Twinkl Originals</p> <p><a href="#">Jake's First Day</a> by Twinkl Originals</p> <p><a href="#">Spells</a> by Emily Gravett</p> <p><a href="#">The Tunnel</a> by Anthony Browne</p> <p><a href="#">Pumpkin Soup</a> by Helen Cooper</p> <p><a href="#">The Huge Bag of Worries</a> by Virginia Ironside</p> <p><a href="#">Don't Hog the Hedge</a> by Twinkl Originals</p> <p><a href="#">Ol Dog!</a> by Claire Gray and Kes Gray</p> <p><a href="#">The Best Dress Ever</a> by Twinkl Originals</p>

# Common exception words – Y1

## Year 1 Common Exception Words

the

a

do

to

today

of

said

says

are

were

was

is

his

has

I

you

your

they

be

he

me

she

we

no

go

so

by

my

here

there

where

love

come

some

one

once

ask

friend

school

put

push

pull

full

house

our



visit [twinkl.com](https://www.twinkl.com)

# Common exception words – Y2

## 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	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

# Remember

- Encourage a love of reading – use libraries, audio books, book shops (Daunt Books, Tales on Moon Lane), use i-Pads and the internet (e.g. Newsround website, National Geographic Kids, First News, Phoenix comics)
- Encourage children to read... anything and ideally a range of genres and authors
- Read higher level texts aloud to children
- Enthuse (or get someone else to enthuse) about particular authors and genres
- Use audio books



# Useful Websites

Ideas to help find texts your child might like. This list is not exhaustive – it's a starting point of you need one.

## **Little Wandle – Parent materials**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

## **The Book trust – provides book lists and information under many different categories**

<https://www.booktrust.org.uk/books-andreading>

## **Kate Greenaway Medal and Clip Carnegie Medals – The UKs oldest children's book awards**

<https://carnegiegreenaway.org.uk>

## **Nikki Gambil Booklists – book lists and advice from an expert of over 25 years**

<https://oxfordowl.co.uk/pages/encouraging-reading>

## **Love Reading 4 Kids – booklists, advice and extracts for children to try**

<https://www.lovereading4kids.co.uk/genre/9/9-plus-readers.html>

## **Non-fiction websites – some content is available on-line and some via print**

<https://www.bbc.co.uk/newsround>

<https://getepic.com/>

<https://www.natgeokids.com/uk/>

## **Children's news**

<https://www.firstnews.co.uk/>

## **Children's comics**

<https://www.thephoenixcomic.co.uk/>

# Some useful internet resources - Phonics

[www.letters-and-sounds.com](http://www.letters-and-sounds.com) – has explanations, resources and interactive games for all phases.

<http://jollylearning.co.uk> – demonstrates actions for the phonemes and you can listen to the pure sounds.

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) – some free resources and interactive games, however you cannot access everything without a subscription.

[www.mrthorne.com](http://www.mrthorne.com) – Mr Thorne and Geraldine the Giraffe.

<https://www.teachyourmonstertoread.com/> - reading games

# Any questions...



# Evaluations

Please complete your evaluation form via survey monkey.

