

# Our Reading and Spelling teaching approach (Year Two)

Dear parent/caregiver

It is vital that your child finds learning to read and write a rewarding and successful experience.

This booklet provides comprehensive information about our Year 2 phonics teaching sequence enabling students to become more confident and fluent readers, and how you can support them at home. It does not cover unusual grapheme combinations and spelling patterns, as these will be covered in years 3 to 6.



## How does my child learn to read at school?

At Berri Primary School, we explicitly and systematically teach phonics in lower primary year levels. Learning phonics lays the groundwork for reading and spelling. A sequenced and logical approach introduces the alphabetic code in a way that doesn't overwhelm students, and supports all students including those from diverse backgrounds and with diverse learning needs. Our programme continually revises previously taught graphemes (letter combinations) as students gradually build their knowledge of known graphemes and alternate representations. The sequence aligns with decodable texts commonly used in South Australian schools, ensuring the sound and letter correspondences taught in class are also practised using connected texts.

Reading fluency is a major focus at Berri Primary School, assessed using standardised oral reading fluency measures at least three times per year, and supported by more regular individual student progress monitoring against the sequence.

## How can I help my child at home?

Work with your child to ensure activities are fun, positive, and enjoyable. If your child finds it difficult to engage and resists, stop, put the work away and talk to your child's teacher about any concerns. Children learn best when they enjoy the task and can celebrate successes. This reinforces learning they have done at school and gives them a sense of accomplishment.

1 Children will bring decodable readers home to practice. The readers use words made up of letter/sound combinations that your child has learned. One of the central principles of Synthetic Phonics is that **a child should never be asked to read something too difficult for them, or that they do not yet have the skills to read.** Therefore, we first teach students to decode simple words and read simple sentences, before presenting them with short texts and finally readers, matched to their level of phonic knowledge and skills.

Using this synthetic approach to teach reading, we empower children to "sound out" unknown words as a first strategy. We discourage memorising words by their shape before children understand letter sound relationships (as the whole word approach to teaching reading does). Sounding out prevents students developing poor reading habits such as:

- wildly guessing a word's meaning based only on its first letter,
- using picture clues as their main way of identifying an unknown word; and
- constantly looking to an adult to provide the answer to unknown words rather than attempting to sound it out for themselves.

When a child's first reflex is to sound out an unknown word, they develop independence as a reader. Of course, support from an adult is vital in assisting children to improve as readers. This support can encourage the child to use their existing phonics knowledge to work out the word for themselves (Do you remember what sound 'ph' makes?) or failing this, provide them with new phonic information. e.g "In the word elephant the "p" and "h" go together to make an "f" sound, like in dolphin.

2 Additionally, the tables in this document provide examples of words to blend for reading and segment for spelling. **Blending** is a skill used to identify each sound from its letter or letter combinations, then blend them to form a word. For example: s-t-r-e-tch makes stretch and p-l-ea-se makes please and wr-i-gg-le makes wriggle.

**Segmenting** is the reverse of blending, a crucial skill in spelling and writing. For example: in the word father even though there are 6 letters, there are only 4 sounds: f-a-th-er. Once the number of sounds is determined, then we identify the spelling or grapheme choice/s for each sound.

# Year 2

\* REVISION, REVIEW and ASSESSMENT of Reception and Year One sequences are essential until learned  
See Berri Primary School document detailing Reception & Year One information. \*\* Only move to Year Two when prerequisite knowledge is attained.

Grapheme (letter/s)	Prompt word	Blending for reading and segmenting for spelling
Alternate spellings and extended code Advanced phonemic awareness, complex words		
s	Rose	is his has as was does kids rolls legs use those close amuse please noise because clockwise exercise
<b>Revise oo ue ew</b> ou	Soup	you group crouton youth coupon
air are ear	chair square pear	hair pair fair air stairs airport haircut hairy repair care share stare bare dare scare compare beware bear wear tear scaring
ear eer	dear deer	dear hear near year beard fear tears cheer reindeer steer eerie
<b>Revise or aw au</b> ore	Shore	more wore score before explore carnivore ignore restore
<b>Revise sh</b> ch	chef	Michelle Charlotte chute quiche parachute
<b>Revise n</b> kn gn	knee reign	know knot knees knit knob knock knuckle known kneel knock gnaw gnat sign design resign align
<b>Revise m</b> mb	lamb	climb thumb comb numb crumb dumb limb plumber honeycomb
<b>Revise r</b> wr	write	wrap wrong wrote wrench unwrap wriggle wrinkles wreck wrist
s	sugar	capsule insulate
<b>Revise ar</b> al a	half grass	calm palm calf almond behalf father drama rather after fast past glass last nasty draft pyjamas
<b>Revise er ir ur</b> or	worm	words worse worth bookworm worker artwork
i	child	find kind find behind wild blind reminder
<b>Revise i</b> y	pyramid	gym system mystery gymnastics symbol myth
<b>Revise oo</b> u	push	put pull full useful helpful bush octopus
<b>Revise o</b> (w) a a (l)	swan salt	want was what watch halt wallet quality
<b>Revise u</b> o	mother	some done come other brother nothing Monday love front
The schwa sound	ladder	under colour mother dollar lion event doctor jealous minute
<b>Revise c k ck</b> ch	school	Chemist ache echo echidna Christmas character mechanic headache

Grapheme (letter/s)	Blending for reading and segmenting for spelling
Alternate spellings and extended code and advanced phonemic awareness, complex words - CONTINUED	
ee ea e_e ie ey -y	screech toffee keys monkeys chimney creamy believe centipede hobbies
oy oi	annoying boiling recoiling
<i>Revise er ir ur or</i>	mermaid reserve thirsty nocturnal furry learning artwork Earth early search pearl
ow ou	frowning download growling without voucher fountain around Plurals: mouse/mice
<i>Revise or aw au ore</i> our ough oor al	uniform jigsaw automatic laundry carnivore fourth pour your tournament source naughty caught taught doorway floor poor talk walk
ow oa o o_e oe	window shadow elbow overflow croak nobody avocado radios backbone notebook hopefully goes echoes potatoes
oo ew ue u_e	shampoo threw barbeque tissue rescue computer
air are ear	upstairs airport haircut repair square prepare beware wearing
<i>Revise oo u</i> Oul	foot put could would should
j _dge -ge gi- ge- gy-	jaguar jeopardy bridge dodge sponge lounge imagine oxygen generate gymnastics
One grapheme with alternate sounds	
ea ea	eat sea head dead deaf read bread heaven feather instead breakfast
u u	but cup duckling put pull push cushion awful playful bush
y y	buy my try why dry fly sky reply happy funny carry hairy smelly crunchy lolly
ch ch ch	chin chat chair marching kitchen beach chemical chorus Christmas Charlotte machine brochure
ou ou	out you group
ow ow	cow down low grow blow tow show window marshmallow rowing slow

One grapheme with alternate sounds – CONTINUED

ie	pie tie
ie	chief brief shield thief relief belief
a	hat trap atom thanks backpack
a	was what wash wasp squad squash want watch wallet wander
c	cat fantastic
c	cent December cycle acid success icy
g	got gave good game dragon
g	giant gentle ginger magic danger energy

**Year 2 morphology** (understanding the smallest meaningful part in a word)

Suffixes	Meaning
-est	Greatest, more than or most (superlative)
-less	Without
-ness	State of, result of
-ment	Act of, state or result of
-able	Can do
-ist	One who,
-ous	Characterised by, nature of
-ion	Act of, state of or result of
Prefixes	Meaning
dis-	Not, apart, absence of
mis-	Bad, wrong
pre-	Before
re-	Again or back
sub-	Under or below
in-	Into, on or toward
im-	Not
multi-	Many or much
ex-	Out of or from
Roots	Meaning
port	Bring or carry
form	To shape, appearance or arrangement
ject	To throw
spect	To see or watch
dict	To say or tell
tract	To pull or draw
struct	To build or arrange

**\*Homophones (ate and eight, two and too) are also an important component of this teaching and learning sequence.**

**When can my child read other books?**

When they can identify words based on units larger than single letters using digraphs (two letters representing one sound, eg [ck] and [ay]), trigraphs (three letters representing one sound, eg [igh]), morphemes and syllables, they can widen their reading choices. Decodable texts are no longer needed for all reading because students will have a large bank of words they can read automatically and strategies for decoding unknown words.



**Happy reading!**