



YEAR 2

READING MEETING

17TH OCTOBER 2025

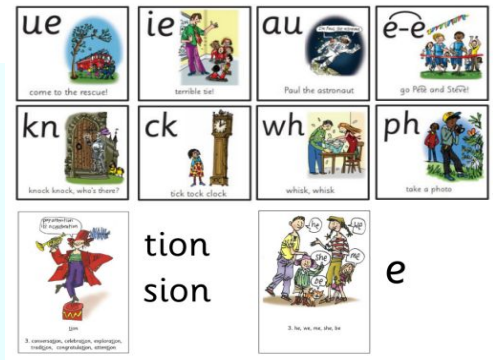
Set 1 Sounds



Set 2 Sounds



Set 3 Sounds



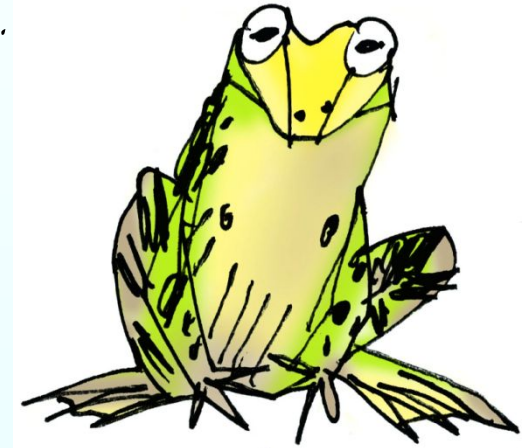
*How will my child learn to
read?*



How do phonics help us to read?

We read green, decodable words using the following process.

1. *Special friends*
 - a. *Children look for special friends in the word.*
2. *Fred talk*
 - a. *Children segment the word.*
3. *Read the word*
 - a. *Children read the word.*



If you keep revisiting these words, children should be able to remember them after segmenting a few times and then read them speedily. We want your child to become a speedy, accurate reader.

creature

cake

conspire

Learning to blend and segment with the sounds we know...

Red words

'If it's red, it's hard to Fred'

Orange Band RED WORDS	Yellow Band RED WORDS	Blue Band RED WORDS	Grey Band RED WORDS
what they	one saw	any what	should where
do said	her to	other two	were here
you the	go the	one all	there call
me be	all was	her there	someone who
want my	some she	said could	another want
go he	be he	they would	walk come
no old	they watch	want their	what small
are we	watches me	watch some	through any
so was	said my	anyone over	here many
be of	want you	who does	son would
all she	school are	school once	are other
her	of small	through here	two you
	do by	son you're	said your
	wall there	why were	school mother
	what no	brother whole	to they
	so your	humans was	father watch
	who tall	small tall	anyone whole
	call brother		water great
	their any		brother above
	fall I'm		
	I've were		

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Alien words



The phonics screening check has 40 words, 20 real word and 20 nonsense words.

These are words that are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb. Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.

Assessment and Monitoring

All staff are Read Write Inc trained – differentiated groups across the school

Reading is a daily activity. Be assured that your child is heard reading every single day in phonics sessions. These are not recorded on Boom Reader.

The importance of 3 reads

1-accuracy

*2-building **fluency***

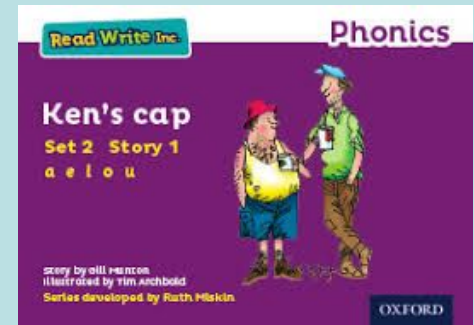
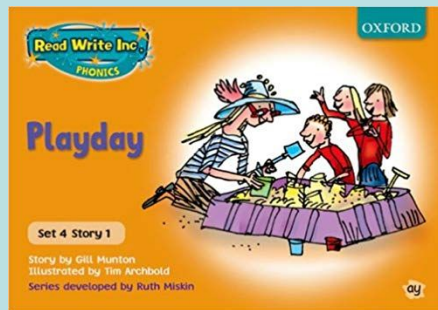
3-expression, reading like a storyteller

Official assessments are carried out by the reading leader half termly, any individual concerns are raised.

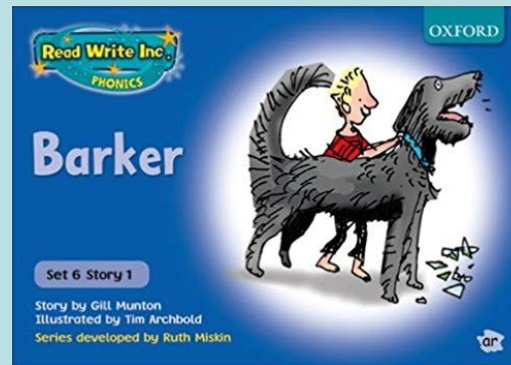
The reading leader is available everyday to target specific children and support.



Reception

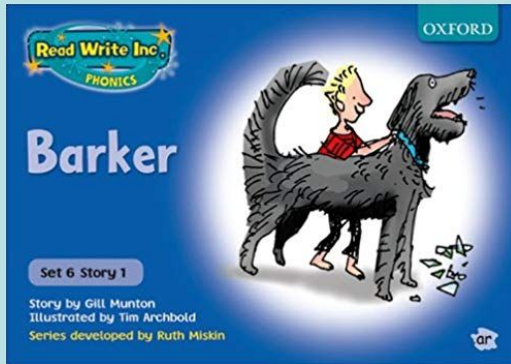


End of Reception



End of Year 1

Why Blue level is so important



Blue level is a particularly important level for children.

Firstly, it is a level which signals to us that a child maybe ready for a 'richer reading book'.

This will help ease children onto the wider reading scheme when they eventually come off the Grey Level.

It is also very important because we now look at the speed a child is reading. We are looking for them to read at 60 words per minute.

We still consider moving children onto Blue if they are not yet reading 60 words per minute, but they are highlighted as 'Spotlight' children who will be monitored closely.



The Frog Prince

Many years ago, there lived a prince who was unkind. One day, a travelling witch cast a curse on him. He was transformed into a frog with a swish of her wand. She told him that he would only be turned back when he was thanked for a good deed.

The prince had a loyal servant named Henry. He was so upset at his master's curse that the witch was worried his heart would break. With another flick of her wand, she encased his heart in bands of iron.

For many years, the prince lived a lonely life as a frog with only Henry to keep him company. They spent their days around a large pond at the foot of a castle. Inside the castle lived a princess who was spoilt and as just as rude as the prince had been.

One sunny morning, the princess was playing with a ball of solid gold. It had been a gift from a suitor, but she had taken it and turned him away. On this day, she was throwing it high into the air and trying to catch it. Unfortunately, she missed the ball, and it rolled down the bank and into the muddy pond.

Seeing a chance to be helpful, Henry told the princess that his friend could help her. When the Frog Prince hopped into sight, she screamed and threw him against a tree.

"My lady," Henry shouted, "that frog is no ordinary frog. He was once the prince of

INFERENCE FOCUS

1. Why do you think the witch cast a curse on the prince?
2. Why would a good deed turn him back?
3. Why was Henry so upset at the curse?
4. Why was his life as a frog lonely?
5. Why did the princess throw the frog away?

these lands."

The princess didn't believe him. "If he was once a man, then let him fetch me my ball of gold."

Without hesitating, the prince jumped into the pond and swam to the bottom. He picked the ball of gold up in his mouth and swam back to shore. When the princess saw what he had done, she was so happy she bent down and gave him a kiss on the head. "Thank you," she said.

Henry and the prince jumped as glittery stars circled their heads. When it had disappeared, the frog was once again a prince and Henry's heart was freed from its iron cage. Hand in hand, the princess and the Frog Prince walked back to the castle where they were married.



VIPERS QUESTIONS

- | | |
|----------|---|
| V | Which word means that his heart was covered in metal? |
| R | What was her ball made from? |
| R | What appeared above their heads when the prince turned back? |
| S | Can you identify what happened first in the story: the princess kissing the frog or the frog fetching the ball? |
| E | Why did the author say the wand "swished"? |

By the end of Year 2...

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

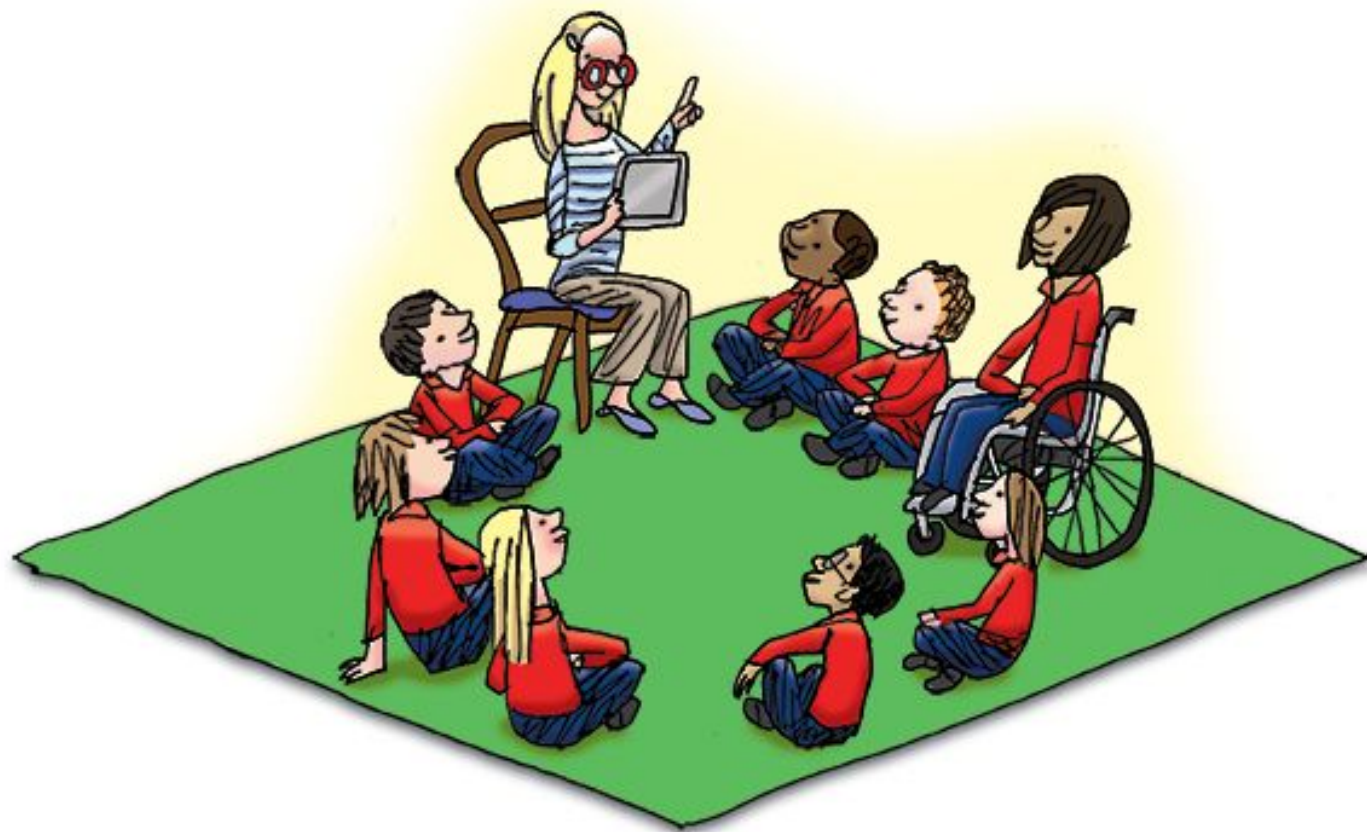
In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

How we help your child in school...



- daily phonics sessions (40 minutes)
- daily readers (as much as possible)
- 1:1 intervention when needed
- No child left behind!

How to help your child read at home



Available resources



- **Your support and contribution is as important as the work we do in school.**
 - Read through the books we send home every night.
 - Re-reading is good for fluency and understanding.
 - Create flashcards of key red/green word that your child is struggling with.
- Practise copycat reading so children know that they do not need to read words which they already know.
- Ask questions using the bookmarks printed to know if your child has understood the story and not just 'barked' words at a book.

Any questions?