

Some of the LNF expectations for Year 2 include:

## Oracy

### Developing and presenting information and ideas

- Express opinions, giving reasons, and provide appropriate answers to questions.
- Speak clearly to a range of audiences.
- Listen to others with concentration, understanding the main points and asking for clarification if needed.
- Retell narratives or information that they have heard, sequencing events correctly.
- Share activities and information to complete a task.

## Reading

### Locating, selecting and using information

- Choose reading materials independently giving reasons for their choices.
- Read aloud, with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace.
- Look for key words to find out what the text is about.

### Responding to what has been read

- Identify information from a text accurately and sort into categories or headings.
- Draw upon relevant personal experience and prior knowledge to support understanding of texts.

## Writing

### Organising ideas and information

- Write for different purposes.
- Re-read and improve their writing to make sure that it makes sense.
- Follow a structure in their writing with support, *e.g. reports, lists*.

### Writing accurately

- Understand and use language appropriate to writing.
- Form upper- and lower-case letters accurately and with consistent size.

# Supporting children in Year 2



**A leaflet for parents**  
Help your child with literacy

## Supporting your Year 2 child.

### Oracy

- ✓ You could draw a picture and then while you describe what you have drawn, ask your child to draw what you are describing. Afterwards, compare your drawings.
- ✓ Make up riddles about an object or person you know and see if your child can guess what or who it is, e.g. they wear skirts, they have grey hair, they live in a house etc. Who are they?
- ✓ Use puppets, toys or models to create and tell stories with your child. You could create a show, making up the spoken lines as the show develops.
- ✓ After your child watches a T.V. show, you could talk about it. You could ask questions such as: “Did you like that show?” “What did you like/not like? You might want to provide a summary of what happened on the show for your child.
- ✓ Going shopping for food is a good time to learn vocabulary, e.g. ‘how much’ and ‘how many’. As you select items in the shop or

supermarket or online that interest your child, use vocabulary like a lot, many, some, a few, fewer, more, less, and enough. For example, “We have a lot of tins of fruit! Do you think we need that many? I think fewer will be enough. Let’s put some of the tins back.”

- ✓ After your child has been watching a television show or film, talk to her about the story, e.g. “What happened at the end?” Give your child plenty of time to think about the questions and provide clues as required to help her remember. You could then give your child paper and markers or crayons to write her own story.
- ✓ During mealtimes at home, you could encourage your child to learn about and take part in group conversations. You could ask your child a question such as “How was your day today?” Then ask questions that invite your child to say more, such as “Tell me more about your new friend at school. Does she like to dance to?” You could also encourage your child to listen to what other people are saying, e.g. “Did you hear what your brother said about the new after school club? Would you like to go too?”

### Reading

- ✓ Read different kinds of text together and then encourage your child to describe what they have read and to express opinions about it.
- ✓ Teach your child to use a computer to find information your child needs or wants. Help your child to choose a topic of interest e.g. sports, animals, or people in other countries. You can then use a search engine, e.g. google.com to help your child find some information suitable for children on that topic.
- ✓ Encourage your child to do some baking or cooking with you, and to find and read simple recipes together.
- ✓ Send your child little notes (by putting them in a pocket or lunch box, for example) for your child to read. When your child shows you the note, read it aloud with expression.
- ✓ You could visit your local library with your child and look at the book collections. Encourage your child to read the signs on the shelves in the children's section, looking for words such as fiction, non-fiction, biography, history, and geography. You could help your child discover what a few of these words mean. Your child could also be encouraged to talk to the librarian and shown how to search for library books on the library's computer system.

## Writing

- ✓ Create posters, book covers and wrappers for presents that have words on them, using all kinds of different materials e.g. magazine and catalogue cut outs, fabric, paint, glitter glue and buttons.
- ✓ Encourage your child to write a postcard to a friend or grandparent when on a day-out or holiday. Help your child to write the address in the correct place and discuss what they could write on their postcard.
- ✓ Help your child to send an email to a friend or relative – on a home computer or tablet or on a computer in the local library. The message could be an invitation, a thank you message or just a message to describe something exciting that they have done or taken part in recently.
- ✓ You could set aside a special time and place to write every day. Many families enjoy a daily reading time, and in a similar way you could set-aside some writing time—even if it's just for ten minutes. If your child isn't writing yet, you can take this opportunity to transcribe their ideas. In addition, encourage your child to find a

special “writing place” where they feel inspired to write or think: it can be in bed, at the kitchen table, a favorite chair, or even outside.

- ✓ After your child has been watching a television show or film, you could talk to your child about the story, e.g. “What happened at the end?” Give your child plenty of time to think about the questions and provide clues as required to help remember. You could then give your child paper and markers or crayons to write her own story.
  
- ✓ When you and your child go outside, you could play ‘Nature detectives’. You could take a notebook and pencil with you to record things that you see. Encourage your child to look for living things or evidence of living things. These may be things like a hole in a leaf, a mound of soil or an empty nut shell. When you find something, encourage your child to write it down or draw a picture of it. Later, during a family conversation, invite your child to show you their pictures and talk about what they found. Everyone can help solve the mystery. “What animal did that or made that?”
  
- ✓ You could make a map of your neighbourhood with your child. First of all, you will need to explain to your child that a map is a diagram, or a picture of a place or location and discuss why

people use maps. You could then go for a walk with your child and get the information you need to make a simple map. When you get back home, you could use a large piece of paper and some crayons to make a map of your neighbourhood. Then, decide what places and roads to put on your map and discuss how to spell their names correctly.