

LCP Literacy Homework

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Activity contents

| Reading and talking about text | | | | |
|--------------------------------|--|--------------------------|--|---|
| Literacy Framework unit | | Theme | Activity title | Activity aim |
| Narrative | Unit 1: Stories with familiar settings | School | In the end | Retell a story from another point of view |
| | | | A special day | Read and select time words |
| | | | Sentences | Punctuate sentences |
| | Unit 2: Traditional stories | Fairy tales | Once upon a time... | Retell a story in the first person |
| | | | Goodies and baddies | Describe characters |
| | | | Different viewpoints | Rewrite a story from different viewpoints |
| Unit 4: Extended stories | | Character sketches | Match the character description to the picture | |
| | | Story settings | Match the setting description to the picture | |
| | | Features of longer texts | Analyse story structure | |
| Non-fiction | Unit 1: Instructions | Easter | An Easter chick card | Read and follow instructions |
| | | | Making Easter eggs | Sequence instructions |
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| | Unit 2: Explanations | Electricity | How does a circuit work? | Match parts of a flow chart to pictures |
| | | | Using electricity | Answer questions about electrical safety |
| | | | Past and present | Put a text into the present tense |
| | Unit 3: Information texts (report) | Travel and journeys | Contents and index | Use a contents to make an index |
| | | | Guide book | Label page features |
| | | | The right word | Choose adjectives to replace <i>nice</i> |
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| Sort the report | | | Organise a text into paragraphs | |
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| | | | Feeling the year | Complete a sound poem |
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| | Unit 3: Silly stuff | Nonsense rhymes | A funny warning! | Enjoy and talk about a classic poem |
| | | | Nonsense poem | Examine paradoxes in a nonsense poem |
| | | | The same and different | Explore dual-meaning words |
| | Unit 2: Really looking | The calendar | How many days in the month? | Learn a months mnemonic |
| | | | Days of the week | Learn the order and spellings of days |
| What happens when? | | | Calculate days and dates | |

| Phonics, the alphabet and spelling | |
|--|--------------------------------------|
| The alphabet | Question words |
| Alphabet toys | Tricky words: Mr and Mrs |
| Blending and reading <i>ay, ou</i> and <i>ie</i> | Tricky words: called, asked |
| Vowel digraphs | A very useful tricky word: because |
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| Ph for phish? | Tricky words – how many do you know? |

LCP Literacy Homework

Year 2

Why set literacy homework?

Homework has been an important issue and area of change in schools in recent years. The Chief Inspector of Schools noted that homework 'is important at all stages of a child's education'. The link between homework and educational achievement is tenuous, and research has not demonstrated improved educational achievement as a result of homework. However, there *is* very clear evidence of a correlation between high-achieving schools and schools spending time on home-learning activities. Successful use of homework is about more than giving children practice. It is about getting parents involved with the curriculum, setting high expectations and developing in children, and parents, a sense of achievement, responsibility, commitment and pride in their work.

This is particularly true in literacy. There is a great deal of evidence that parental participation in school literacy activities, such as reading with children and completing set tasks, improves children's overall attainment, even where parents or carers do not speak or read English. The major gain may be in improving the depth and quality of children's and parents' involvement in literacy. This is the focus for *LCP Literacy Homework*, and why these homework sheets are designed to be completed *with* a parent or other adult.

Setting and marking homework effectively

Home activities should be regular and frequent. We recommend that children read on most days and do a literacy activity at least once a week. It helps parents and children if such an activity is given on the same day every week and followed up in school on the same day every week. You can give out paper copies of the homework activities provided on this CD-ROM and put them up on the school website.

Home activities should support and extend work done in school. They are not a replacement for school activities. You might like to set some home activities to follow up group work done in school.

It is important to children and to their parents and carers that you do follow up activities done at home. In the early years, this does not mean 'marking' activities as you might do in Key Stage 2. Assessment of activities at Key Stage 1 should be done as a positive and enjoyable group activity. By sharing the activity sheets on the interactive whiteboard, children will be helped to remember what they did with their parents and will be able to talk about it.

The role of *LCP Literacy Homework*

Government advice suggests that homework is most effective when:

- it is carefully planned and structured;
- it is consistent across the school;
- there is a regular programme of activities;
- parents and children are clear about what they need to do;
- there are high expectations.

LCP Literacy Homework is designed to help teachers achieve these aims. The activities provided on this CD-ROM:

- are planned and structured to address the demands of the new Primary Framework;
- set high expectations;
- build from Year 1 through to Year 6, addressing the differing priorities of each key stage (in Year 2 this includes narrative, non-fiction and poetry on a range of appropriate topics);
- are patterned and clearly structured for ease of use;
- give clear instructions and advice for parents and children (parental guidance sheets can be customised for your school);
- are easily set and marked using an interactive whiteboard;
- involve children in self-assessment, building a sense of achievement right from the start.

Using *LCP Literacy Homework*

The activity sheets on this CD-ROM are structured around the narrative, non-fiction and poetry blocks of the new literacy Framework. The content comes from common Year 2 fiction and non-fiction themes. The activities are designed to support work done across the curriculum as well as in literacy teaching.

The activities follow the main literacy priorities in Year 2 and are designed to be used flexibly. They are intended to be used with an adult: it would be pointless for the child to do them alone. Much of the learning is in the interaction.

Each activity sheet has a clear focus and advice to the adult as well as the child. There are two main types:

- Reading and talking about text (30 – three per PNS unit);
Phonics, the alphabet and spelling (20).

The text-based activities ask parents and carers to read, write, speak and listen with their children so that they can do a range of text-focused activities related to curriculum themes. They include speaking and listening activities to help children to develop their vocabulary related to common themes and to sort, classify, compare, reason and generally use language to think aloud. Reading and writing activities focus on comprehension and understanding how texts work, both at a grammatical and structural level.

The phonics activities follow the teaching priorities of modern synthetic phonics schemes and can be used alongside *LCP Phonics, Letters and Sounds* or other major phonics schemes. There are activities based around the alphabet and spelling new and sight words, which can be used at any time in the year to help children concentrate on this aspect of learning.

In addition, we have provided simple 'look, cover, write, check' sheets to use as a visual tool to reinforce the sight words.

Each homework sheet has a section at the bottom for self-evaluation, asking children to express how much they enjoyed the activity and whether they found it difficult. This simple introduction to self-assessment encourages children to reflect on their work, making it more memorable and so easier to discuss later. It also prompts them to recognise the effort they have put in and reinforces their satisfaction in completing a task. You could encourage parents and carers to record this in a homework log.

Parental advice sheets

A key role of homework is to involve parents and carers in the curriculum and the learning of their children. For this reason, *LCP Literacy Homework* includes a number of parental advice sheets. These are designed to be distributed to parents early in each school year to remind them of the purposes and patterns of homework. We suggest distributing first the sheet entitled 'Reading with your child', and using the bookmarks to offer guidance appropriate to each book. The bookmarks can be copied onto coloured paper and cut up to put into the books of individual children. This is a quick and easy way to guide parents on books of different levels.

The parental advice sheets give brief but specific guidance about each type of activity as well as the most important activity of all, reading with the children at home. These sheets can be given out when the children take home the first activity of each type, or used at your discretion through the year, to support parents in working with their children.

Customising *LCP Homework* for your school

On the parental advice and activity sheets, the LCP logo can be replaced by your school name and/or logo if you wish.

In addition to adding the school name or logo, you may want to change or add to the information on the parental advice sheets. It is worth doing this to ensure that families get the most accurate and up-to-date information about your school policies and teaching techniques.

We also recommend that you upload these amended parental advice sheets, along with some home activity sheets, onto the school website where parents can access them.

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Name: _____

Year 2

Poetry Unit 3

Reading and talking about text

Note for adults

Read the poem to your child and discuss the questions.

Nonsense poem

- Listen to this poem. Answer the questions.

I went to the pictures tomorrow.
I took a front seat at the back.
I fell from the pit to the balcony,
And broke a front bone in my back.
A lady she gave me some chocolate.
I ate it and gave it her back.
I phoned for a taxi and walked home.
And that's why I never came back.

Anon

- What is wrong with the line 'I went to the pictures tomorrow'?

- Find three more silly things in the poem.

Self-evaluation

I enjoyed this:



a lot



a bit



not at all

How hard I worked:

