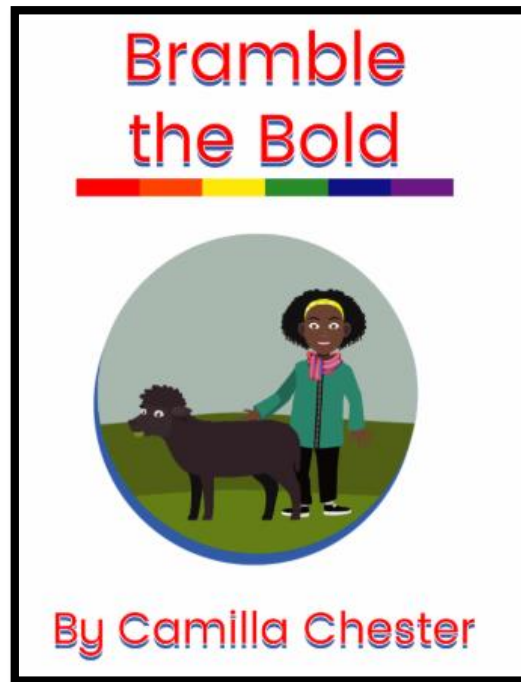
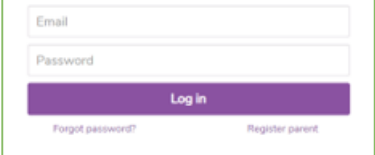




Year 2 Reading

You should be reading for at least 25 minutes each day.

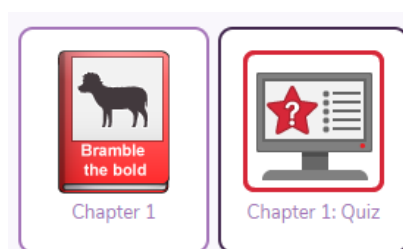


Log in to your Purple Mash account. Go to 'Serial Mash' and click 'Diamonds'. Visit the page for '[Bramble the Bold](#)'.

<p>1. Log on to Purple Mash</p> 	<p>2. Once logged in, click 'Serial Mash'</p> 	<p>3. Click on Diamonds</p> 
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If you have trouble signing in, you can access PDF of the text if you click [here](#).

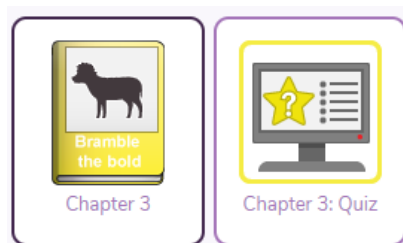
Monday 20th April: Read [Chapter 1](#) and complete Chapter 1 Quiz



Tuesday 21st April: Read [Chapter 2](#) and complete the Chapter 2 quiz



Wednesday 22nd April: Read [Chapter 3](#) and complete the Chapter 3 quiz

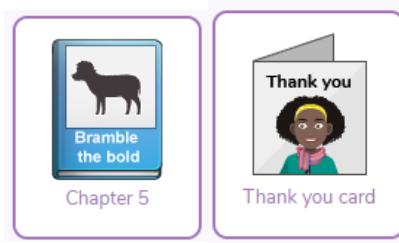


Challenge

Thursday 23rd April: Read [Chapter 4](#) and complete the Chapter 4 quiz



Friday 24th April: Read the final [Chapter \(5\)](#) and complete the 'Thank you card' activity .



WANTED



Choose a character from a book you have read this week and make a wanted poster. Include a description, why they are wanted and who to contact!

Phonics

Practice these sounds daily with your child. You can find a link how to pronounce each sound. Practice reading the sound rhymes each day for both Set 2 and Set 3.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz			
ph	le		kn	wr	se		se			nk
					c		s			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	c
bb	ck	dd	gg		ge	pp		tt	wh			tch

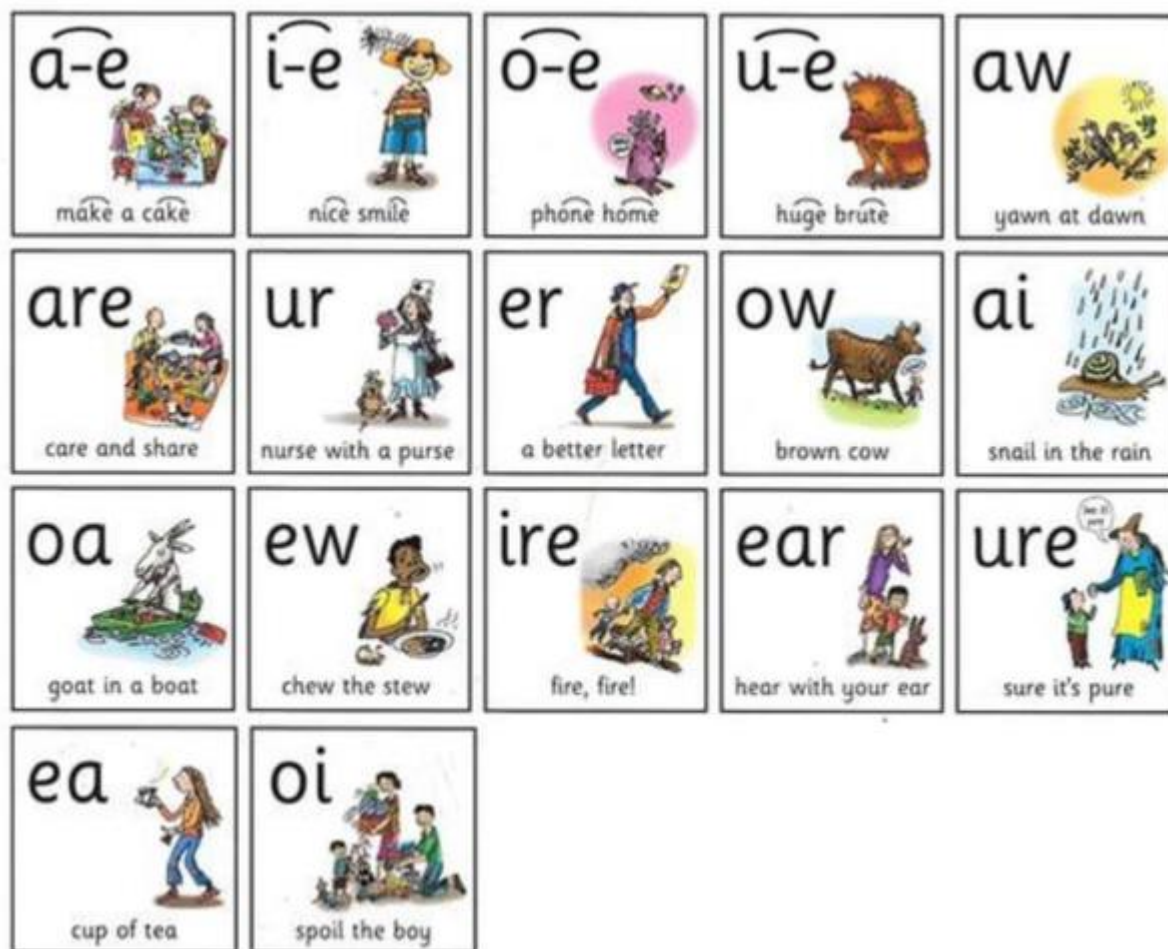
a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	ea	i-e	o-e
					a	e	i	oa
					ai	y	y	o
					aigh			

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Set 2 Sounds

<p>ay</p>  <p>may I play?</p>	<p>ee</p>  <p>what can you see?</p>	<p>igh</p>  <p>fly high</p>	<p>ow</p>  <p>blow the snow</p>	<p>oo</p>  <p>poo at the zoo</p>
<p>oo</p>  <p>look at a book</p>	<p>ar</p>  <p>start the car</p>	<p>or</p>  <p>shut the door</p>	<p>air</p>  <p>that's not fair</p>	<p>ir</p>  <p>whirl and twirl</p>
<p>ou</p>  <p>shout it out</p>	<p>oy</p>  <p>toy for a boy</p>			

Set 3 Sounds



Phonics Activity

We are sound detectives!







Can you find the hidden 'special friends' in these words?

Underline 2 letters- 1 sound and 3 letters- 1 sound.

Draw an arch for the split friends: a-e i-e o-e u-e e-e

spies	forget	growth
fluffy	soaked	effort
autograph	speaker	higher
quickly	describe	sounds
polite	microphone	clues
inside	helper	white
glasses	rescue	include
available	rule	without
waiting	different	noisy

Can you sound out the Alien words?

quoot 	graff 
scramp 	moip 
zing 	kigh 



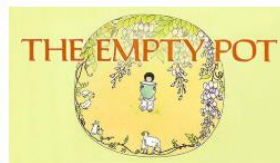
Story Time Ideas



Audiobooks and eBooks are available to borrow for **free** from Hackney library, using these apps; **Overdrive** and **Borrowbox**. You will need to download these apps to a tablet, phone or computer. To use these apps, you will need a library card number from any London library. If you are not a member of the library, you can join for free here: <https://hackney.gov.uk/libraries#join>. You won't need to go into the library to provide proof of address as you normally would, but can do everything online

There are also a lot of websites where you can watch authors read their books for free:

- Storytime Online has hundreds of videos: Click [here](#) to view



- Year 1 love listening to stories. You can access free audio books from Audible (try 'Littlest Listeners')
<https://stories.audible.com/discovery>
- CBeebies Bedtime stories: Available on BBC iplayer or on television each day at 18:50

Read Write Inc. Phonics Lessons at Home










A new film every day

Monday to Friday - Available for 24hrs

Set 1 9:30am - Set 2 10:00am - Set 3 10:30am



Go to [youtube.com](https://www.youtube.com) and search for RWI Phonics lessons at Home

Destination Reader	
Predicting 	Inferring 
<ul style="list-style-type: none"> • I wonder if • I predict • I think that • I bet that • I imagine • The next part will be about  because	<ul style="list-style-type: none"> • This word tells me • This part tells me • This makes me think that • I think this character • I think the setting is  because
Asking questions 	Evaluating 
<ul style="list-style-type: none"> • Who • What • When • Where • Why? • How? 	Language <ul style="list-style-type: none"> • The word/phrase * works well because • I like the way the author uses * it makes me think about • The sentence * has high impact because
Clarifying 	Making connections 
<ul style="list-style-type: none"> • I think that means • I didn't understand • What does * mean? • * is a tricky word so I 	Text to self: <ul style="list-style-type: none"> • I know about this because I • I've been/seen • I saw a programme about this • I can identify with this character because Text to text: <ul style="list-style-type: none"> • I think this book is a * (<i>genre</i>) book because • This reminds me of * because • This is similar to * because
Summarising 	Learning Behaviours <ul style="list-style-type: none"> ❖ Support and listen to others ❖ Discuss and explain our ideas ❖ Take responsibility for your own learning.
<ul style="list-style-type: none"> • This part is about • The heading would be • The main theme is 	