

LITERACY SUPPORT

GRADE 2

What do we do at school? How can you support at home?

WELCOME AND AGENDA

- Welcome, families!
- What does Literacy look like in the classroom
- Learn ways to support reading and writing at home
- Learn what the Science of Reading means
- Explore the five pillars of reading
- See literacy instruction in Grades K–2
- Ask questions and connect with school resources



WHAT DOES IT LOOK LIKE IN THE CLASSROOM?

- Structured literacy taught in a clear sequence
- Daily practice with sounds, letters, words, sentences, and connected text
- Explicit modeling followed by guided and independent practice
- Decodable texts matched to taught phonics patterns
- Rich read-alouds with engaging ideas and vocabulary
- Small-group instruction, review, and extra practice as needed
- Frequent reading, writing, speaking, and listening



A TLC Approach

The Gradual Release of Responsibility Model helps us move children toward independence.

From “I Do” → “We Do” → “You Do” → “Use It!”

I Do

The teacher models.

“I am going to show you how I stretch out the sounds in this word.”

We Do

We practise together.

“Let’s stretch this word out together.”

You Do

The child tries with increasing independence.

“Now you try.”

Apply

The child uses the skill in a meaningful context.

The child uses sound knowledge while writing a card during play.

MORNING LITERACY PROGRAM AT SCHOOL



- ❑ Grapheme Practice
- ❑ Spelling words and dictated sentence
- ❑ Vocabulary development
- ❑ Sentence practice
- ❑ Phonics/phonemic awareness practice – UFLI
- ❑ Decodable Passages
- ❑ Virtual Blending Board

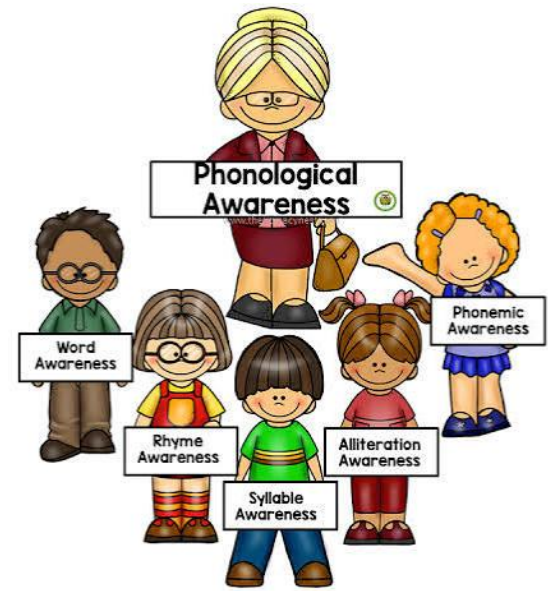
SUPPORTING MULTILINGUAL LEARNERS

- Celebrate and use your home language
- Read books in your home language
- Tell stories and have conversations in the language you know best
- Label objects in both languages
- Strong skills in any language support reading development
- Bilingualism is an asset and strength



SUPPORTING PHONEMIC AWARENESS AT HOME.

- **Practice Graphemes:** look for them in words
- **Rhyme:** “What rhymes with cat?”
- **Blend:** Say /m/ /a/ /p/; ask, “What word?”
- **Segment:** Ask your child to say the sounds in “fish”
- Clap syllables in names and objects
- **Sound hunt:** “I spy something that begins with /b/”
- Sing songs and read rhyming books
- Keep activities short, playful, and positive



SUPPORTING PHONICS AND DECODING AT HOME

- Practice letter sounds regularly
- Review sounds and patterns your child is learning
- Encourage your child to:
 - Look at all the letters
 - Say the sounds
 - Blend the sounds
- Try: “Tap it out”
- Give your child time to solve the word
- Celebrate effort and mistakes as part of learning
- Avoid guessing from pictures or the first letter alone

SUPPORTING FLUENCY AT HOME

- Listen to your child read every day—even for a few minutes
- Encourage rereading favorite books
- Try echo reading:
 - You read a sentence
 - Your child reads the same sentence
- Read together aloud
- Model smooth, expressive reading
- Praise accuracy, effort, and expression
- Choose text your child can read successfully with support (home reading books)

SUPPORTING VOCABULARY AND COMPREHENSION AT HOME

- **Spelling words:** write their own sentence, apply the word in a meaningful way.
- Have rich conversations during meals, errands, and routines
- Read aloud every day
- Pause to explain interesting words
- Ask:
 - “What happened?”
 - “Why do you think that happened?”
 - “What might happen next?”
 - “What was the most important part?”
- Connect books to your child’s experiences
- Build knowledge through museums, nature walks, cooking, and community experiences

HOME SUPPORT FOR WRITING

- **Spelling words for homework**, make sure your child has written each word in their own detailed sentence. See Grow a Sentence example on next slide.
- Writing for real purposes, such as lists, cards, signs, and journals
- Invented spelling based on sounds children hear
- Talking through ideas before writing
- Celebrating effort and growth

Grow a Sentence

Add more details to make your  sentence stronger 

Who

A dog



Doing what

A dog plays.



Where

A dog plays in the yard.



When

After school, a dog plays in the yard.



Why

After school, a dog plays in the yard because it wants to have fun.



WHAT IS THE SCIENCE OF READING

- A large body of research on how children learn to read
- Draws from education, language, psychology, and cognitive science
- Supports explicit, systematic, evidence-based instruction
- Reading requires:
 - **Word recognition:** reading words accurately
 - **Language comprehension:** understanding meaning
- Our goal: consistent, effective instruction for every child

THE FIVE PILLARS OF READING

- **Phonemic awareness:** Hearing and working with individual sounds
- **Phonics:** Connecting letters and patterns to sounds
- **Fluency:** Reading accurately, smoothly, and expressively
- **Vocabulary:** Understanding and using words
- **Comprehension:** Understanding and responding to text

PHONEMIC AWARENESS

- Hearing and manipulating sounds in spoken words
- Does not require looking at letters
- Children practice:
 - Rhyming: *red & bed, tap & pat*
 - Blending sounds (smooth sliding together): “sun” → /s/ /u/ /n/
 - Segmenting words (breaking into phoneme sounds): “black” → /b/ /l/ /a/ /ck/
 - Adding, removing, or changing sounds: trip → drip → grip → grin

Make the word trip. [spelling]

Change the t to d. What word is this? [reading]

Change drip to grip. [spelling]

Change the p to n. What word is this? [reading]

- Short, playful practice builds sound awareness

WHAT ARE PHONEMES AND GRAPHEMES?

Phoneme (Sound)

A **phoneme** is the smallest unit of sound in spoken language. For example, the word “cat” has three phonemes: /k/, /a/, and /t/. Understanding phonemes helps parents recognize that spoken language is made up of individual sounds that can be manipulated and combined.

Grapheme (Symbol)

A **grapheme** is the written representation of a phoneme—essentially, the letter or combination of letters that represents a sound. The **grapheme** for the /k/ sound might be written as “c” (as in cat), “k” (as in kite), or “ck” (as in back). Some graphemes consist of multiple letters working together to represent one sound.

By the end of grade 1 students will have learned 70 graphemes. In grade 2 we continue to practice and apply these graphemes.

PHONICS - GRAPHEMES/PHONEMES & UFLI

- Connecting letters and spelling patterns to sounds
- Instruction is:
 - **Explicit:** The teacher models the skill
 - **Systematic:** Skills follow a planned sequence
 - **Cumulative:** New learning builds on prior skills
- Children decode unfamiliar words using letter-sound knowledge
- Grades K–2 focus on:
 - Letter names and sounds
 - Common spelling patterns
 - Short vowels
 - Blends and digraphs
 - Advanced patterns

FLUENCY

- Reading with:
 - Accuracy
 - Smoothness
 - Appropriate pace
 - Expression
- Develops through regular reading practice
- Rereading builds automatic word recognition
- Classroom routines may include:
 - Echo reading
 - Choral reading
 - Partner reading
 - Repeated reading
- Automatic reading frees attention for meaning
- **At home you can model fluency by reading to your child.**

VOCABULARY

- Vocabulary includes the words a child understands and uses
- Built through:
 - Direct teaching
 - Conversations
 - Read-alouds
 - Experiences and exploration
- **Tier 2 words:** Useful across subjects, such as *compare*, *notice*, and *predict*
- **Tier 3 words:** Connected to specific topics, such as *habitat* and *evaporation*
- Rich oral language supports comprehension and writing

COMPREHENSION

- Making meaning from text
- **Children need:**
 - Accurate word reading
 - Strong vocabulary
 - Background knowledge
 - Opportunities to think and talk
- **Teachers help students: 3Rs - Retell, Reflect, Relate**
 - Retell important events
 - Identify key details
 - Ask and answer questions
 - Make connections
 - Explain their thinking
- Read-alouds introduce complex ideas before children can read every word independently

FUN PARENT CHILD ACTIVITIES

Phonemic Awareness

- Rhyme during car rides
- Find objects with the same beginning sound
- Clap syllables in names, foods, or toys
- Swap sounds: “cat” → “hat” → “mat”

Phonics and Word Building

- Play with magnetic letters
- Write in shaving cream, sand, or the air
- Build word families: “cat,” “bat,” “sat,” “rat”
- Hunt for letters and words on signs

Vocabulary

- Use a “word of the day” at dinner
- Play “I’m thinking of a word that means...”
- Label objects in English and the home language
- Act out action and describing words

Reading and Fluency

- Create a cozy reading nook
- Take turns reading pages or sentences
- Perform a reader’s theater
- Reread favorite books

Writing and Storytelling

- Keep a family journal
- Write grocery lists
- Make greeting cards
- Create story comics

Make It a Routine

- Choose one or two activities each week
- Keep activities to 5–15 minutes
- Follow your child’s interests
- Celebrate small wins

DECODABLE TEXTS VS LEVELED READERS

Decodable Texts

- Include phonics patterns students have learned
- Support independent decoding practice
- Build accuracy, confidence, and strong reading habits

Why We Use Them

- Students apply letter-sound knowledge
- Students practice unfamiliar words
- Students rely on the letters in the word
- Students experience success with learned skills

Authentic Literature

- Teachers read rich literature aloud from the beginning
- Students read increasingly complex authentic books as decoding develops

WHAT TO EXPECT AT EACH GRADE LEVEL

Kindergarten

- Develop phonemic awareness
- Learn letter names and sounds
- Identify beginning and ending sounds
- Blend and segment simple words
- Begin reading simple decodable text
- Build oral language and vocabulary

Grade 1

- Decode short-vowel words
- Read words with blends and digraphs
- Apply common spelling patterns
- Read simple connected text
- Build accuracy and fluency
- Retell stories and identify key details

Grade 2

- Apply advanced phonics patterns
- Read longer and multisyllabic words
- Build fluent, accurate reading
- Learn academic vocabulary
- Strengthen comprehension
- Explain ideas using evidence from text

WRITING DEVELOPMENT AND STRATEGIES

- **Writing and reading develop together—they strengthen each other.**
- **Students learn to:**
 - Express ideas in writing
 - Use phonics knowledge to spell words
 - Write sentences and longer pieces
 - Organize their thinking
 - Revise and improve their work
- **Writing instruction includes:**
 - Modeling and explicit teaching
 - Drawing and labeling in the early grades
 - Sentence writing with proper conventions
 - Narrative, informational, and opinion writing
 - Using evidence from texts

COMMON QUESTIONS & MISCONCEPTIONS

Why isn't my child bringing home leveled readers?

- Early readers need books matching taught phonics patterns
- Decodable texts provide focused practice
- Teachers share rich literature through read-alouds and classroom experiences

What about three-cueing? (teaches children to guess using context, pictures & sentence structure)

- Letters and sounds should be the primary information
- Pictures and context can support meaning after reading the word
- The goal is reliable word reading—not guessing

My child memorizes words. Is that okay?

- Repeated reading can build automatic word recognition
- Children also need to decode unfamiliar words
- Both skills are important

When will they read “real” books?

- Children listen to real books from the beginning
- Independent reading becomes more complex as decoding develops
- Reading development is gradual and varies by child

SIGNS OF PROGRESS

- Notices letters and sounds in everyday life
- Attempts to sound out unfamiliar words
- Reads more accurately
- Recognizes familiar words more quickly
- Rereads to improve understanding
- Talks about characters, events, facts, or ideas
- Shows increased confidence and willingness to read
- Explains what they read or heard

RESOURCES FOR FAMILIES

- Visit your local public library
- Ask for decodable books and read-aloud recommendations
- Use school-provided practice materials
- Review teacher communication and suggested activities
- Choose reputable literacy resources recommended by your school
- Read aloud from many kinds of books
- Contact the teacher if your child is struggling

SCHOOL SUPPORTS MAY INCLUDE

- Additional practice
- Small-group instruction
- Progress monitoring
- Family conferences
- Collaboration with literacy staff

QUESTIONS AND THANK YOU

- Thank you for partnering with us!
- Your conversations, encouragement, and reading routines make a difference
- Questions or comments?