



Key Stage One

**Curriculum
Booklet**

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Introduction

At Alexander McLeod we believe that every child should be equipped with the knowledge, skills and values they need in order to become resilient, responsible and happy citizens of the changing world they live in.

This booklet will explain what your child is learning at school, what a Year 1 and Year 2 child's work at the expected standard looks like and how to support your child at home.



Curriculum booklets and additional content can be found on our website: <https://www.alexmcLeod.org.uk/>

Curriculum Map

Alexander McLeod Primary School

Curriculum Overview 2021-22

	Autumn term		Spring term		Summer term	
Year 1	SUPERHERO ACADEMY	JOURNEYS	DINOSAUR DIG	SPACE	THE WONDER GARDEN	JOURNEY TO JAMAICA
Year 2	THE GREAT FIRE	INTO THE WOODS	MAP MAKERS	EXPLORING INDIA	SAVE THE MONKEYS	HABITAT HUNTERS

To access our whole school curriculum overview please visit:

https://www.alexmcleod.org.uk/docs/CURRICULUM_19_20_WEBS ITE.pdf

Medium Term Planning (MTP)

A **Medium Term Plan (MTP)** is a planned sequence of work for different subjects over a period of weeks, such as a half-term. It focuses on organising coherent units of work.

Year 2 MTP Autumn 1 2021-2022							
Core Subjects							
	Week 1 September 6 th	Week 2 September 13 th	Week 3 September 20 th	Week 4 September 27 th	Week 5 October 4 th	Week 6 October 11 th	Week 7 October 18 th
English - Reading	Guided Reading: Fiction: The baker's boy the great fire of London WRITING TASK: prediction	Guided Reading: Non-Fiction: The Great fire of London POETRY: http://www.history-kids.com/great-fire-of-london.html	Guided Reading: Fiction: Toby and The Great Fire Of London WRITING TASK: summary	Guided Reading: Non-fiction: Everyday materials ways into science Poetry:	Guided Reading:	Guided Reading: Non-fiction Fire safety leaflet Poetry: A tiny burning flame	Guided Reading:
English - Writing	Writing outcome: Retell The Great Fire of London Emma Adams Success criteria: Coordinating conjunctions Time adverbials Chronological order Capital letters and full stops Adjectives Past tense Topic words			Writing outcome: Recount of London museum Visit Success criteria: Five w's (who what where when why) Coordinating conjunctions Time adverbials Chronological order Capital letters and full stops Adjectives Past tense		Writing outcome: Information Poster Success criteria: Imperative verbs Technical vocabulary Question marks and exclamation marks Persuasive language	
	LI: To be engaged and excited about a new topic.	LI: To be retell the key events of the Great Fire of London	LI: To be able to write a retelling of a real event using past tense	LI: To be engaged and excited about a new topic.	LI: To use my plan to rehearse my writing.	LI: To be engaged and excited about a new topic.	LI: To be able to use captions, including

National Curriculum Objectives

During Years 1 and 2, pupils should be able to read aloud a wide range of books that are written at an age-appropriate level. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read from sight as well as use their phonic knowledge. Children will develop their understanding of what they read and learn to infer the meaning of unfamiliar words in context, and then discuss what they have read. Year 1 children take part in a range of reading activities and will read with their Class Teacher and LSA once a week. Year 2 children take part in whole class guided reading sessions where teachers support reading skills collectively and ensure needs are also met individually.

Key objectives for Reading – Year 1

Word Reading

Pupils are taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

National Curriculum Objectives

Key objectives for Reading – Year 1

Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

National Curriculum Objectives

Key objectives for Reading – Year 2

Word Reading

Pupils are taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in

National Curriculum Objectives

Key objectives for Reading – Year 2

Comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

National Curriculum Objectives

Writing objectives are taught through daily English lessons. Each unit of English is planned using the three phase model:

Phase 1 – Immersion in the text type. The objectives covered in this phase enable the children to become familiar with the features of the writing outcome they are working towards.

Phase 2 – Context / SPaG tools. During this phase, the objectives covered equip the children with a meaningful context for their writing outcome. There are often drama activities planned for this phase, in order to encourage the children to explore perspectives for their writing outcome. As part of this phase we will teach discrete SPaG (Spelling, Punctuation and Grammar) objectives which we will encourage children to apply in their independent writing.

Phase 3 – Writing. This phase covers the entire writing process, including: planning, writing, self or peer assessing, editing and publishing.

Key objectives for Writing – Year 1

Spelling

Pupils should be taught to:

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- name the letters of the alphabet
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

National Curriculum Objectives

Key objectives for Writing – Year 1

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Composition:

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1
- use the grammatical terminology in discussing their writing.

National Curriculum Objectives

Key objectives for Writing – Year 2

Spelling

Pupils should be taught to:

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

National Curriculum Objectives

Key objectives for Writing – Year 2

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Composition:

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes.

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

National Curriculum Objectives

Key objectives for Writing – Year 2

Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

National Curriculum Objectives

At Alexander McLeod Primary School we aim to ensure that all children develop a deep understanding and love of mathematics as well as learn the importance and relevance of maths in the real world. Our aim is to promote enthusiasm for maths. We ensure that our children have a clear understanding of mathematical concepts and methods and are able to apply their knowledge in a range of contextualised problems.

Key Performance Indicators (KPIs) for maths – Year 1

Number and place value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count and read numbers to 100 in numerals
- Count and write numbers to 100 in numerals
- Count in multiples of twos, fives and tens from 0
- Identify one more and one less of a given number.

Addition and subtraction

- Represent and use number bonds within 20
- Represent and use subtraction facts within 20.

Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Measurement

- Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half
- Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than
- Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter
- Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Properties of shape

- Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles
- Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.

National Curriculum Objectives

Key Performance Indicators* (KPIs) for maths – Year 2

Number and place value

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Use place value and number facts to solve problems

Addition and subtraction

- Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Multiplication and division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Solve problems involving multiplication and division, using concrete materials and mental methods
- Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left

Fractions

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole

Measurement

- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Properties of shape

- Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them

National Curriculum Objectives

Key Performance Indicators* (KPIs) for maths – Year 2

Position and Direction

- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

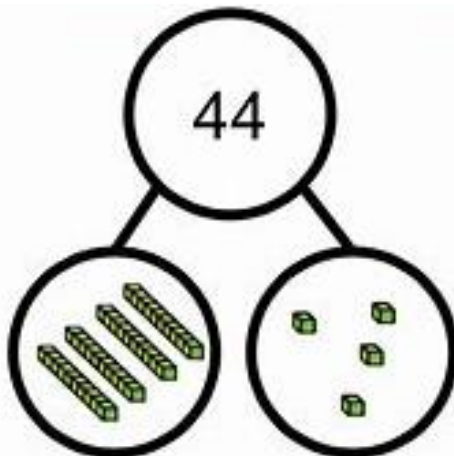
Statistics

- Ask and answer questions about totalling and comparing categorical data

* This table outlines the Key Performance Indicators (KPIs) in maths. For pupils to have achieved the expected standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Mathematics

Place Value



Practical resources

Practical resources are used in Key Stage 1 to help children develop their understanding of place value. Resources they will use include: cubes, counters, Numicon and Dienes. These practical resources will continue to be used when children learn about addition, subtraction, multiplication, division and fractions.

Part-whole model

The part-whole model is used when teaching place value to allow children to understand how numbers can be partitioned into parts.

Addition in Year 1



Counting on fingers

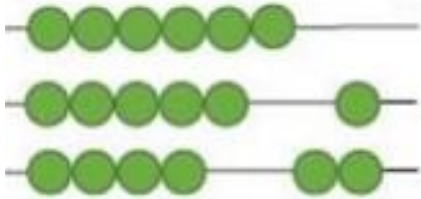
Children learn to use their fingers to support counting on.

$$5 + 3 =$$

Put the first number in your head (5)

Count on three using your fingers (six, seven, eight)

$$5 + 3 = 8$$



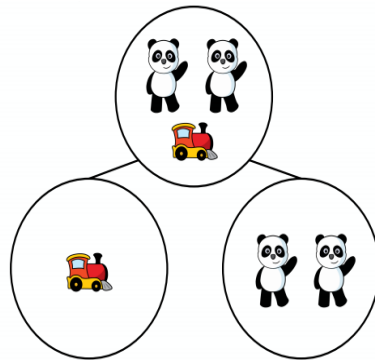
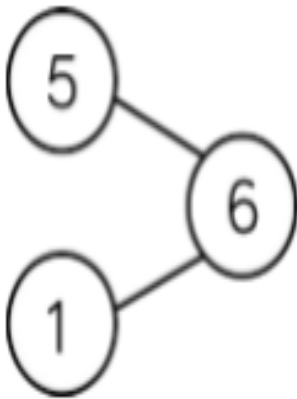
$$6 + 0 = 6$$

$$5 + 1 = 6$$

$$4 + 2 = 6$$

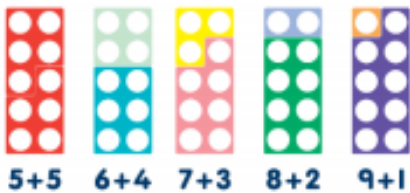
Bead strings

Children use beads and counting sticks to help them count on from any given number.

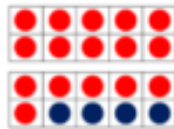


Part-whole model

Children's understanding of the concept of addition is supported using the part-whole diagram to show how the two parts make one whole (the total) amount.



$$5 + 5 \quad 6 + 4 \quad 7 + 3 \quad 8 + 2 \quad 9 + 1$$



$$16 + 4 = 20$$

Number bonds

Children's understanding of number bonds is supported with pictorial representations and practical resources such as Numicon.

Addition in Year 1

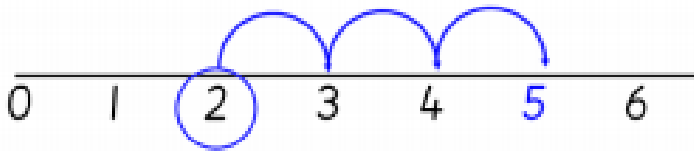


$$3 + 2 = 5$$

Practical objects

Children use objects to help them add numbers together and then write the corresponding simple number sentences using the add (+) and equals (=) signs.

$$2 + 3 = 5$$

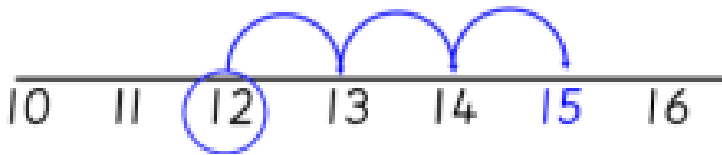


Number lines

Children learn to use number lines to count on from a given number.

Addition in Year 2

$$12 + 3 = 15$$



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$13 + 32$$



$$25 + 47$$

$$\begin{array}{r} 14 \\ + 22 \\ \hline 36 \\ \hline \end{array} \quad \begin{array}{l} (4 + 2) \\ (10 + 20) \end{array}$$

Number lines

Children use number lines to count on from a given number.

Hundred squares

Children use hundred squares to support jumping in steps of 1 and 10.

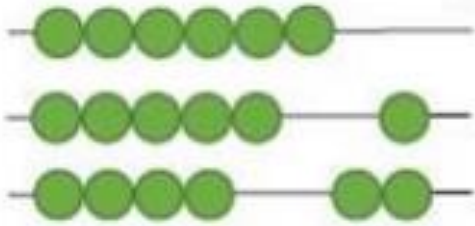
Concrete Apparatus

Children use concrete apparatus e.g. Dienes and pictorial representations to support their understanding of addition with two-digit numbers.

Expanded method

Children use the expanded method to add two 2-digit numbers together. First, children add the ones together and write the answer. Next, they add the tens together and write their answer underneath. Finally they add their first two answers together and write it underneath.

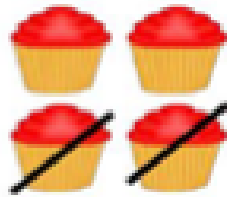
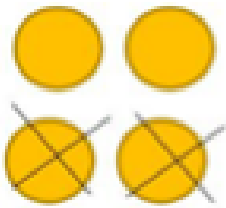
Subtraction in Year 1



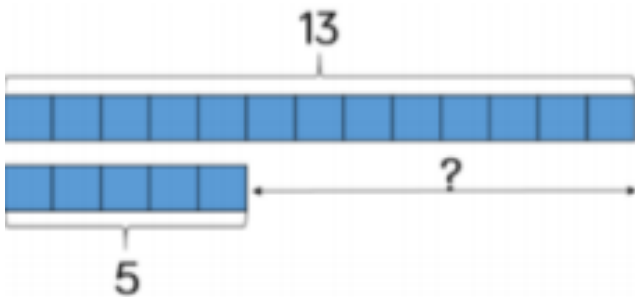
$$6 - 0 = 6$$

$$6 - 1 = 5$$

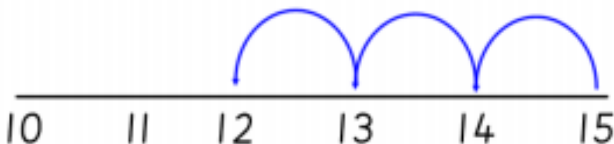
$$6 - 2 = 4$$



$$4 - 2 = 2$$



$$15 - 3 = 12$$



Counting on fingers

Children use their fingers to support counting back (starting with the whole amount and then putting down one finger at a time to identify the answer).

Bead strings

Children use beads and counting sticks to help them count back from any given number.

Jottings

Children use jottings to help them solve subtraction problems, e.g. by drawing a set of objects and then crossing some out.

Bar method

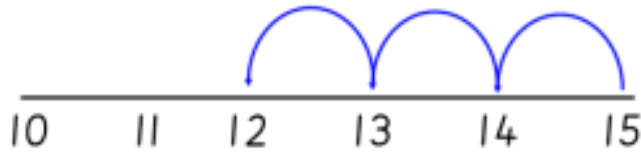
Children use the bar method to identify how many numbers remain if some are taken away.

Number line

Children use number lines to count back from a given number.

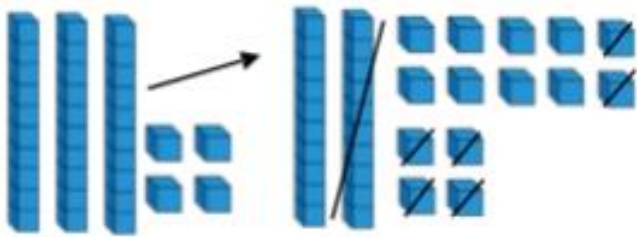
Subtraction in Year 2

$$15 - 3 = 12$$



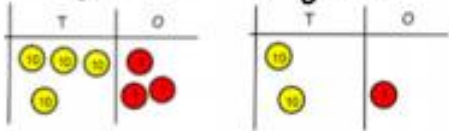
Number lines

Children use number lines to count back from a given number.



Before

After



$$43 - 22 = 21$$

Concrete Apparatus and/or pictorial representations

Children use concrete apparatus e.g. Dienes/Place value counters and pictorial representations to support their understanding of subtraction with two-digit numbers.

28

- 12

6

(8 - 2)

10

(20 - 10)

16

Expanded method

Children use the expanded method to subtract two 2-digit numbers. First, children subtract the ones and write it underneath. Next, they subtract the tens and write it under their previous answer. Finally, they add their two answers together.

Multiplication in Years 1 and 2

$$2 \times 5 =$$

Number of groups

Amount in each group



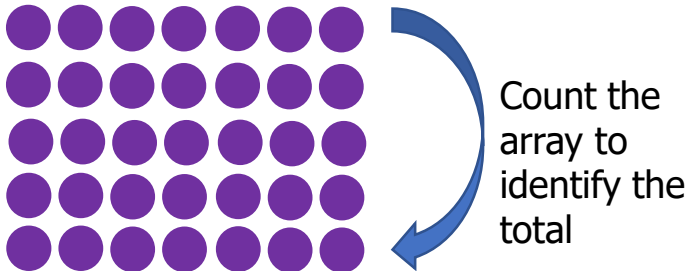
Grouping

Multiplication by grouping is a visual way solve a multiplication question. Children create how many groups they need and then equally place the correct amount of dots to represent the number into each group. They then count each group to find the total.

$$6 \times 7 =$$

Number of rows

Amount in each row



Arrays

An array is an arrangement of objects or pictures that helps the children understand and solve the question. An array is a systematic approach and encourages children to think about each digit and what it represents within a multiplication problem.

$$5 \times 2 =$$

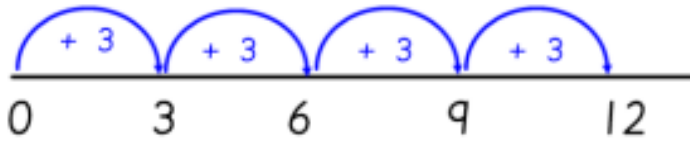
How many lots of the number you need

$$2 + 2 + 2 + 2 + 2 =$$

Repeated Addition

Repeated addition is when you add equal groups together to solve the multiplication. This method is a good mental strategy for children to use when they are able to count in steps of 2/3/5/10.

Multiplication in Years 1 and 2



Repeated Subtraction

Children in Year 2 begin to multiply on a number line using repeated addition.

Division in Years 1 and 2

$$10 \div 2 =$$

Amount to share

Number of groups to share between



Grouping

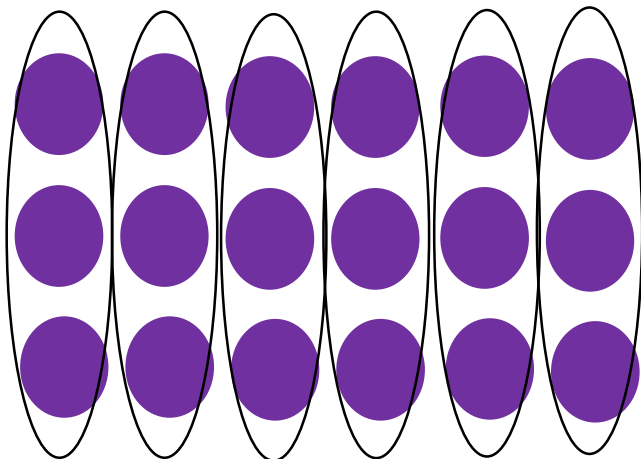
Using grouping for division is a practical way for children to solve division questions. Children identify how many groups are needed and share out the amount of dots (to represent the number) required. Children must ensure that the dots have been shared fairly.

$$18 \div 3 = \underline{6}$$

Amount to share

Number in each group

Number of groups tells us the total

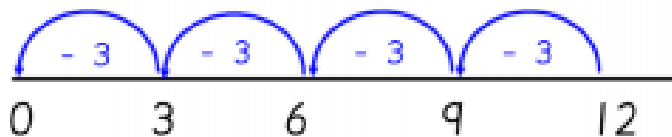


Arrays

Children will start this method by drawing out the amount of dots required (to represent the number) and then circle the correct amount needed in each group. The children then count how many groups they have made to find the answer.

Division in Years 1 and 2

$$12 \div 3 = 4$$



Repeated Subtraction

Children in Year 2 begin to divide on a number line using repeated subtraction.

Times Tables Rockstars (Year 2 only)

It is important that children can recall key facts in maths, as this will allow them to more efficiently solve problems.



To support your Year 2 child at home, we have set-up an interactive and engaging programme where children are able to practice their timetables on their devices.

They set up their own avatar and give it a rockstar name. Children are then able to play games, challenge other children and earn points to feature on leader boards, all whilst learning and rapidly recalling their times tables.

You can support your child by ensuring they know their 2,5,10 and 3 timetables, challenge them on the way to school to recall their tables or simply join in with them on TT Rockstars.

Numbots



Numbots is an interactive software app linked to Times Tables Rock Stars. The focus is on place value and the four operations. Numbots allows children to self-select challenges or play in story mode. Both the challenges and story mode provide children with questions to answer linked to the four operations. The more answers they answer the more coins they can collect.



Phonics Screening Check

The Phonics Screening check is a short phonics assessment.

This is a compulsory check set by the Government. It takes place in the second week of June at the end of Year 1. It is part of the National Curriculum assessment programme.

The Phonics Screening check seeks to ascertain whether children have learned to decode words using phonics to the required level.

Children are expected to sound out and blend graphemes to read nonsense words. They are also required to read phonically decodable one-syllable and two-syllable real words.

If a child does not reach the expected standard then they are required to complete the check again at the end of Year 2. You can help your child with this assessment by reading daily and practising the decoding of words.

Your child's teacher (or another familiar teacher) will carry out their Year 1 Phonics Screening. The Year 1 Phonics test will take place in a relaxed environment. If the school is monitored during the check, an externally appointed examiner may also be present to check that the check is being administered correctly.

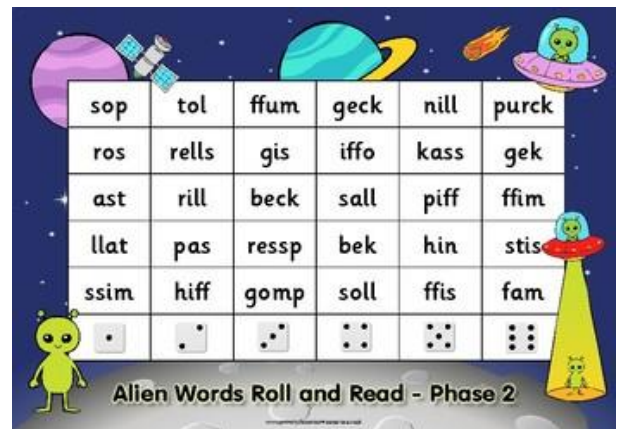
Your child will sit with the teacher and be asked to read 40 words aloud. Some words will be simple and familiar, some will be more complex. Some will be "non-words", "alien words". A non-word is a fake word that's used solely to test a child's ability to use phonics.

For example:

Simple valid word : Chum, short.

Complex valid word : Feast, shape.

Non-word : Murbs, blard.



English

How to support your child at home with English:

- Phonics
- Reading
- SPaG (Spelling, Punctuation and Grammar)

Reading

At Alexander McLeod, children have daily guided reading sessions linked to fiction and non-fiction texts. Over a one/two week period children will be exposed to high quality texts and extracts linked to a similar theme. Teachers support reading skills collectively and ensure needs are also met individually.

Our guided reading sessions are based around the key strands of the National Curriculum for reading, which we remember using the acronym VIPERS:

Vocabulary

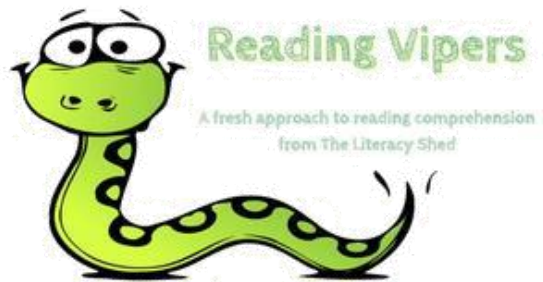
Inference

Predict

Explain

Retrieve

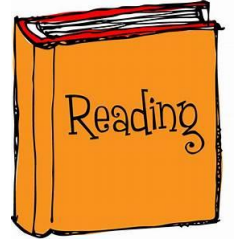
Summarise



Reading

As part of the children's home learning, it is strongly advised that they read for at least 10 minutes each night. Research suggests children who read regularly develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

You can support your child by: listening them to read, encouraging them to share what they are reading with you and asking them questions such as:



Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book?
- What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?

Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, or *ck*.

We use a synthetic phonic approach to teach reading, in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised). For example, children are taught to break a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn and blend the phonemes together to form a word.



Phase 2 focuses learning the 19 single letter sounds.

Phase 3 Phase 3 phonics is the introduction of more than one letter making a sound such as 'igh', 'ee', and 'sh'. Phase 3 phonics is made up of the most common consonant and vowel digraphs and trigraphs.

Phase 4 focuses on spelling patterns, tricky words and increasing vocabulary.

Phase 5 focuses on the alternative spellings for sounds. Children learn new graphemes for phonemes they have already learnt. E.g. ai/ay ee/ey

Phase 6 focuses on the children becoming fluent readers and accurate spellers.

Each phases has tricky words that children will learn alongside the phonemes. These are words that they have to learn to recognise on sight.

Spelling, Punctuation and Grammar (SPaG)

In English, high quality texts are used to plan for meaningful writing outcomes using the three phase model:

Phase 1 – Immersion in the text type.

Phase 2 – Context/SPAG tools.

Phase 3 – Writing.

During phase 2 of the model, discrete SPaG (Spelling, Punctuation and Grammar) objectives are taught so that children are able to apply this in their independent writing.

To support your child's knowledge and understanding of SPaG, please refer to the individuals sections on:

Spelling

Punctuation

Grammar

Spelling:



The Spelling Shed is a spelling platform designed by a team of primary school teachers and aims to make spelling fun for students by using games and activities to engage children.

It can be accessed via the Spelling Shed app or website. Each week your child's class teacher will set new spellings on Spelling Shed that they can practise by playing games and collecting points which will move them up on their class leader board. Children will then have a spelling test each week based on the spellings they have been practising on Spelling Shed. In Key Stage 1 these spellings are linked to your child's phonic ability.

Once logged on, you will see a tab showing a list of words set by your child's teacher. When clicked, the tab will take you to games linking to the spellings set by the class teacher. Please encourage your child to use the app/website regularly in order to remember their spellings beyond the spelling test.

The National Curriculum states:

By the end of year 1, pupils should be able to read a large number of different words containing the sounds that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the correct spelling of all the words that they may want to write.

More guidance and KS1 word lists can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 -
_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Punctuation

.	Full stops go at the ends of sentences. I have completed my homework.
?	Question marks go at the ends of questions instead of full stops. Do you have a coat with you?
!	Exclamation marks show emotion (such as surprise or anger) in sentences or help to really make a point. I really, really hate peas!
,	Commas can be used in lists or to separate clauses in sentences. If it rains, we will have indoor playtime. I like carrots, broccoli, green beans and tomatoes.

Grammar glossary

adjective

A word used to describe something or somebody.

delicate, red, beautiful

adverb

A word that gives information about a verb (how, when or where the verb is/was done).

slowly, anxiously

Usha soon started snoring loudly.

Adverbs can also describe adjectives.

very, really, extremely

conjunction

A conjunction links two words or phrases together.

but, so, because, and, when

noun

Naming words for people, places or things.

My big brother did an amazing jump on his skateboard.

Kindness doesn't cost anything.

past tense

Verbs in the past tense show actions that have already happened in the past.

walked, saw, imagined

plural

A plural noun normally has a suffix *-s* or *-es* and means 'more than one'. Some nouns have different endings for the plural form.

cats, children, smiles

present tense

Verbs in the present tense show actions that are being completed presently.

try, likes, believe, goes

Grammar glossary

suffix

a letter or a group of letters that are added to the end of a word to change the grammatical form.

sweetness

colourful

time adverbial

Time adverbials tell us when an action has happened, but also for how long, and how often.

After

Eventually

As soon as

verb

Verbs are sometimes called 'doing words' because many verbs name an action that someone or something does. Moreover, many verbs name states or feelings rather than actions.

The teacher wrote a song for the class.

He knew my father.

I am worried about my sister.

Models of writing

Expected writing Year 2

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} It was really dark in the attic and there were messy deep holes in the floor. Just then some thing caught his eye. ^{It} It was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver ^{one} which had wires in it. ~~Soon~~ ^{Soon} he had opened all of them.

Models of writing

Fred put all the parts together.
it made a computer. Suddenly he
^{Spotted}~~noticed~~ a white box ^{with} 3 pins. It
was a plug Fred plugged in the
plug. The computer said DELL.
Whatever does that mean? I thought
Fred. He made jumpers, bread and before
he had finish writing ^{every thing} down that
boom. Fred was sad. ^{So} he went
to the garage got some tools and
put it back together. From that day on
Fred used his machine every day ^{to knit}
his school jumper.

Models of writing

Greater depth writing Year 2

Who would I recommend this to?

I would recommend this to my sister because she is always talking to her friends on the laptop, so she can read for a while and forget about talking to her friends.

Tuffy is a striped, mischievous cat who always kills animals and brings them into the house. He has killed a ~~cutt~~ cute-poor bird and a tiny miserable mouse thingy. When the owners tell him to do something he disobeys them, or he sometimes ignores the owners.

Tuffy has pointy ears that hear perfectly well and he sniffs mysterious things that we can't smell. He is covered from head to toe in ginger stripes and ^{has} claws as sharp as knives and daggers. Tuffy has a mischievous face on him all day because he is always making cunning plans. He has eyes that can see everything around him, so keep an eye on him, so he is not going to trip you up, or something else.

It is very hard to describe Tuffy's behavior, because he is always into trouble! Tuffy is a cat who creeps around quietly and then strikes - but not like any other cat because when he strikes he doesn't jump he pounces and traps it into his paws.

I would definitely like to be Tuffy's friend, no matter if he is up to mischief or not.

Models of writing

Once upon a time there was a badger who always ^{was} hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "this is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~some~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~of~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brang it up to her tall, dark, tree to share with her pesky children. Oh, NO!!! The children couldn't share properly, ~~so~~ the sandwich fell in the pond covered with, slimy, green seaweed. "He can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."