



Welcome to
Year 1 + 2

Meet the staff

- Mrs Spratley – class teacher
- Mrs Lancaster – HLTA and trainee teacher
- Miss Risk (Mon + Tues) – TA
- Mrs Murray (Weds – Fri) – TA

Agenda

- Our topics
- A day in year one and two
- Curriculum areas/continuous provision
- Homework and daily reading
- Reading routes
- Phonics Screening Check
- Rewards and consequences
- Mr Ted, Mr Woof and Mrs Hop Hop
- Website
- Consents
- Top tips

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Our topics

- Autumn term – Beside the Seaside
 - Spring Term – Dragons and Dinosaurs
 - Summer Term – Our Wonderful World
 - Curriculum bulletins can be found on the class webpage each term
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A day in Year 1 +2

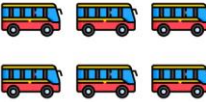
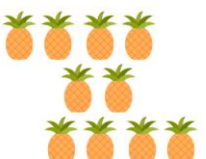
- Reading for pleasure + fine motor activities
- Collective worship (assembly)
- Phonics and guided reading
- Maths
- Snack and break time
- English
- Lunchtime
- Spacemakers
- Big Picture/RE/PE/PSHE
- Take one book (storytime)
- Hometime/clubs/after school club

**Curriculum
areas +
continuous
provision**

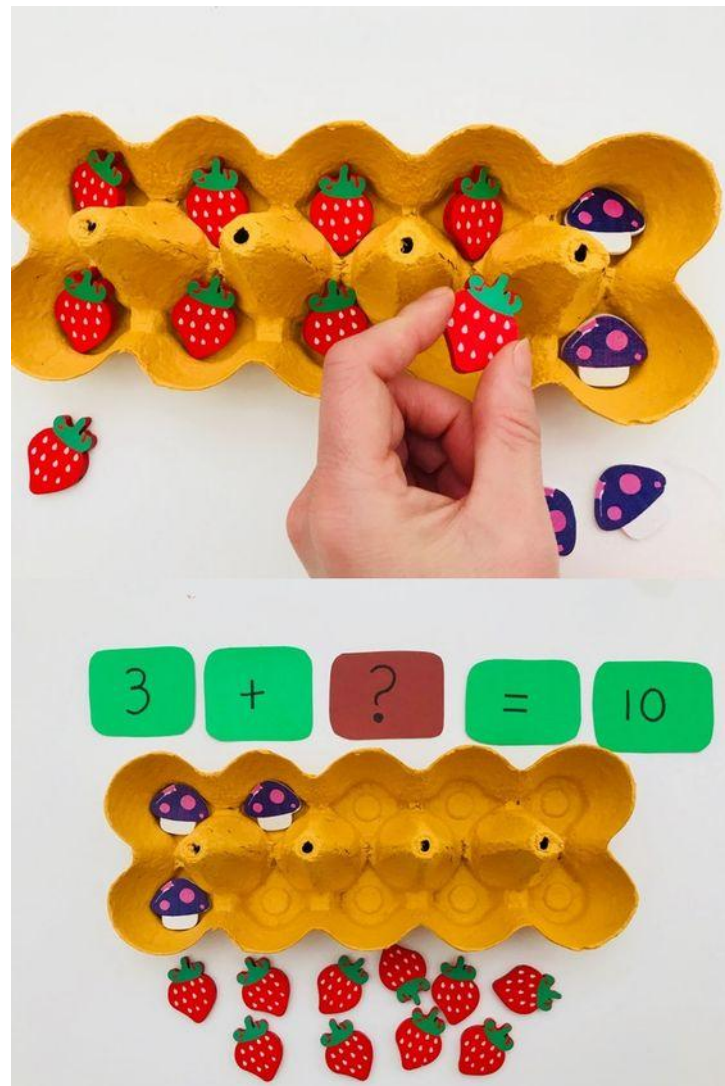


- Pupils will now be engaging with explicit subject areas which are different to the early years foundation stage.
- These include English, phonics, guided reading, maths, science, history, geography, art, design technology, computing, music, RE, PE and PSHE.
- In Year One, continuous provision is balanced with teacher-led or directed activities to ensure that children receive focused instruction alongside their independent learning. By maintaining this balance, we ensure that every child can thrive academically while still engaging in the joy of play.
- In Year Two learning through play is still important so children will still engage in continuous provision, more so in the afternoon.

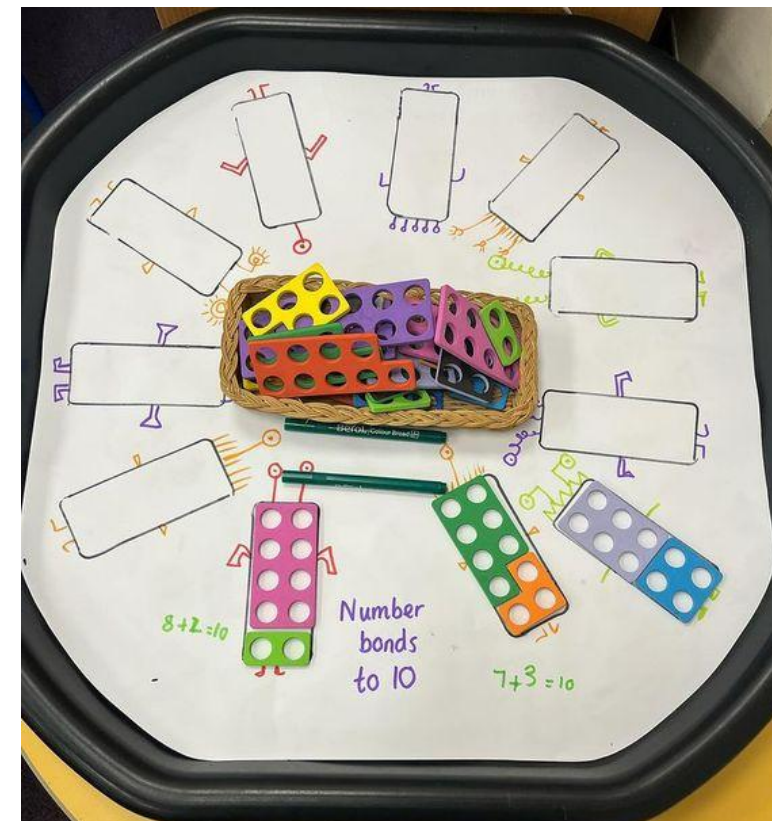
Teacher Led activity

Fluency	Reasoning	Problem solving
1. How many buses are there?  4 5 ☐ 6 ☐ 7	8. How many pineapples are there?  7 8 9 ☒ 10	15. How many ice creams are there?  ☒ 2
2. How many teddy bears are		

TA Led activity



Child initiated activity



Homework + Daily reading

Spelling

- Children have 10 spelling words each week.
- These are not tested but are important to practise at home as children will need them for their writing.
- These will be posted weekly on the class webpage.

Maths and Reading

- Posted on class webpage each term
- Maths and reading homework is due every two weeks. This will be collected every other Friday and checked. Answers are provided at the back of the booklet for parents to mark.
- An adult will also check over the homework and pick up misconceptions in school.
- By the end of year 2 children need to know their 2, 5 and 10 times tables.

- Reading folders will be checked twice a week, on Mondays and Thursdays.
- Books children have already read last year may come home, this is fine and expected!
- Aim to read daily, phonics books will only be changed when read 3 times.
- Phonics books must be read independently by your child.
- Reading folders contain:
 - Phonics book
 - Reading routes book (next slide)
 - Homework

Year 1 & 2 – Reading Records

Top Tips for the Reading Helper

As readers become increasingly independent with their reading they should be encouraged to read silently more and more. However, regularly reading out loud to you will help your reader improve his/her reading skills. Here are some useful tips:

- 1 Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
- 2 To stimulate interest in a new book, talk about:
 - what might happen in the story
 - what the reader hopes to learn about, e.g. from a non-fiction book.
- 3 Encourage the reader to use the 'Comments' spaces in this booklet to record:
 - whether or not the reading material was interesting
 - if the book was easy or difficult to read
 - what she/he enjoyed most about the book.
- 4 In the spaces provided, help the reader to make a note of any tricky words or words to practise. If possible, have a dictionary available at reading times.
- 5 **Decoding using phonics** - prompt the reader to 'decode' unfamiliar words by breaking them down into a series of sounds and then blending the sounds together.
- 6 Help the reader to 'work out' words which can't be blended by looking at the other words in the sentence or at the pictures in the book.
- 7 Encourage the reader to look at any pictures in their books in order to get a better understanding of the text and to help them predict what may happen next.
- 8 Try reading some pages to the reader before asking him/her to read. This will show what fluent reading sounds like and help with the reader's understanding.
- 9 Read a wide range of poems and stories to the reader, including ones that are too complex for her/him to read at this stage.
- 10 When the reader is reading out loud, encourage him/her to read with feeling and to use her/his voice to help 'tell' the story more clearly.



Checking Understanding

- Talk to the reader about each book as much as possible.
- Before starting a new book, ask the reader to look at the cover and any pictures on the inside pages. Invite him/her to guess what might happen in the story.
- Ask questions about the story/book, for example:
 - Who/what is the story about?
 - Where/when did the story take place?
 - What do you think is going to happen next?
 - How do you think --- feels about that?
 - Why do you think --- feels that way?
 - Why did --- do that?
 - What would you do if you were ---?
- Invite the reader to explain the meaning of selected words. Encourage them to use a dictionary.
- At the end of a book ask the reader questions like:
 - Do you like how the book ended?
 - Would you have written a different ending?
 - What do you think happened next?
- Ask the reader to summarise, in order, what happened in the story or what he/she learned from a non-fiction book.
- Encourage them to:
 - draw pictures of scenes/characters from the book
 - tell the story in their own words
 - describe a character from the book, including the character's thoughts and feelings.
- Ask the reader to say whether or not he/she enjoyed the book and to tell you what the best bits were.



Phonics - A Guide for the Reading Helper

d-o-g b-o-o-k sh-ee-p



Phonics - a simple overview

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter represents
- identify the sounds that different combinations of letters represent, e.g. 'ch' or 'ai'
- blend these sounds together from left to right to make a word

Children can use this skill to decode new words.

As children develop their reading skills they will discover that the same sound can be written in different ways. On the following pages there are charts showing how the different vowel and consonant sounds are often written.

The language of phonics

The overview above contains all you need to know to help a reader learn through phonics. If you want to know more, the following information may be useful.

- The smallest units of spoken sound in a language are called **phonemes**.
- These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
- Phonemes can be represented by more than one grapheme. (E.g. the **ow** sound in **cow** is the same as the **ou** sound in **out**.)
- Some graphemes represent more than one phoneme. (E.g. **th** can be the **th** sound in **thin**, or the **th** sound in **that**.)
- Readers should become increasingly aware of these grapheme-phoneme correspondences.

These pages include some hints and tips for helping your child as they are now becoming a developing reader.

Year 1 & 2 – Reading Records

Some Ways of Writing the Different Vowel Sounds																			
 ant a	 tray	 cake	 snail	 baby ay a-e ai a	 chair	 bear	 square air ear are	 car	 banana ar a	 bed	 bread e ea	 tree	 beach	 field	 delete	 key	 me ee ea ie e-e ey e		
 ear ear eer	 deer	 teacher	 collar	 doctor	 measure	 garden	 fossil	 lion	 circus	 litre e i o u re	 shirt	 burn	 fern	 warm ir ur er or					
 tin i y e	 gym	 rocket	 light	 kite	 tie	 fly	 buy	 pilot igh i-e ie y uy i	 fire ire	 frog	 swan o a	 snow	 note	 boat	 toe	 robot	 toy	 coin ow o-e oa oe o oy oi	
 moon oo u-e ue ew	 flute	 glue	 screw	 fork	 core	 saw	 sauce	 warm	 door or ore aw au ar oor a	 ball	 house	 cow ou ow	 pure ure	 book	 bull	 bus	 glove oo u u o		

Some Ways of Writing the Different Consonant Sounds																			
 bird b bb	 rabbit	 cat	 kitten c k ck ch	 duck	 school	 chips	 watch ch tch	 dog	 ladder d dd	 fish	 coffee	 dolphin	 cough f ff ph gh	 gate	 egg g gg				
 hand h	 jam	 giant	 cage	 bridge j g ge dge	 leg	 bell	 bottle l ll le	 mouse	 hammer	 lamb m mm mb	 net	 dinner	 knee	 goose n nn kn gn	 king	 ink ng n			
 panda	 hippo	 queen	 rain	 cherry	 wrist p pp qu r rr wr	 sun	 dress	 horse	 city	 scissors	 dice s ss se c sc ce	 treasure	 shark	 chef	 sugar	 ti (glove) sh ch s s	 tap	 letter t tt	
 thumb th	 feather	 breathe th the	 voice	 sleeve v ve	 water	 wheel w wh	 box	 yawn x y	 zip	 fizz	 sneeze z zz ze s se	 magic	 cheese						

As your child is developing their knowledge of sounds and alternative sounds, this page can be referred to as you read to prompt this knowledge. This is similar to our 'complex speed sound chart' we use with the children in the classroom.

Year 1 & 2 – Reading Records

Common Exception Words

Here is a list of common words with unusual grapheme-phoneme correspondences:

door	both	beautiful	move	clothes
floor	old	after	prove	busy
poor	cold	fast	improve	people
because	gold	last	sure	water
find	hold	past	sugar	again
kind	told	father	eye	half
mind	every	class	could	money
behind	everybody	grass	should	Mr
child	even	pass	would	Mrs
wild	great	plant	who	parents
climb	break	bath	whole	Christmas
most	steak	hour	any	
only	pretty		many	

Homophones and Near-Homophones

Homophones are words that sound the same but have different spellings. Here are some to look out for.

there	Look over there !	quiet	We must be quiet in the library.
their	They have their own drinks.	quite	The jar is not quite full.
they're	They're (they are) having fun.		
here	Please bring it here to me.	be	I want to be a vet when I'm older.
hear	Can you hear the music?	bee	A bee looks similar to a wasp.
see	When I close my eyes I can't see .	blue	Blue is the best colour.
sea	Let's go swimming in the sea .	blew	The wind blew my hat off.
bare	It's easier to climb with bare feet.	night	We can see the stars at night .
bear	A bear is a wild animal.	knight	The brave knight rode a white horse.
to	We are going to the cinema.	one	One , two, three, four...
two	I have two pet cats and a dog.	won	Great! I have won a prize.
too	My toy plane is too heavy to fly.		
are	These are my favourite fruits.	sun	The sun is shining.
our	Miss Jackson is our teacher.	son	Our son is six today.
where	Where have I put my pencil?	for	This present is for you.
wear	Today, I need to wear a coat.	four	Five, four , three, two, one, GO!

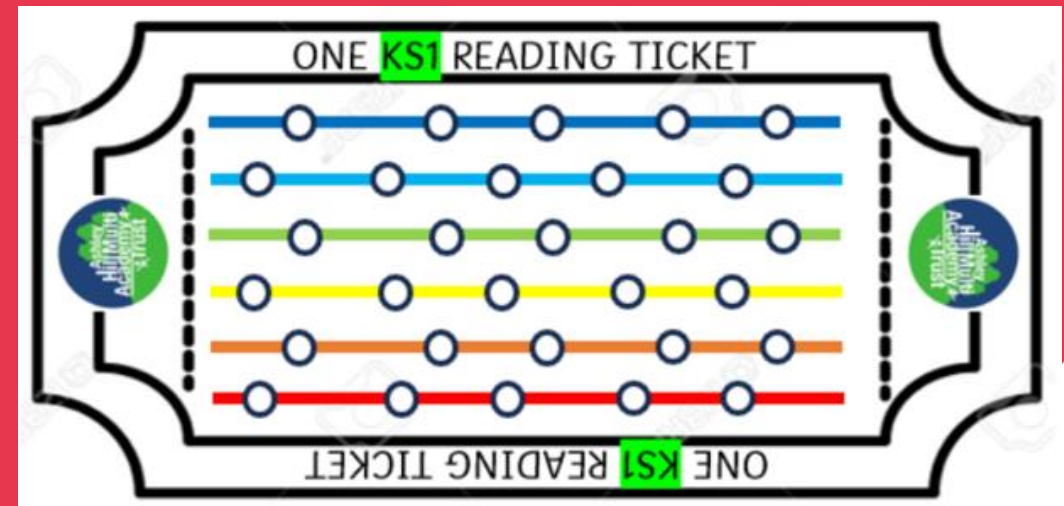
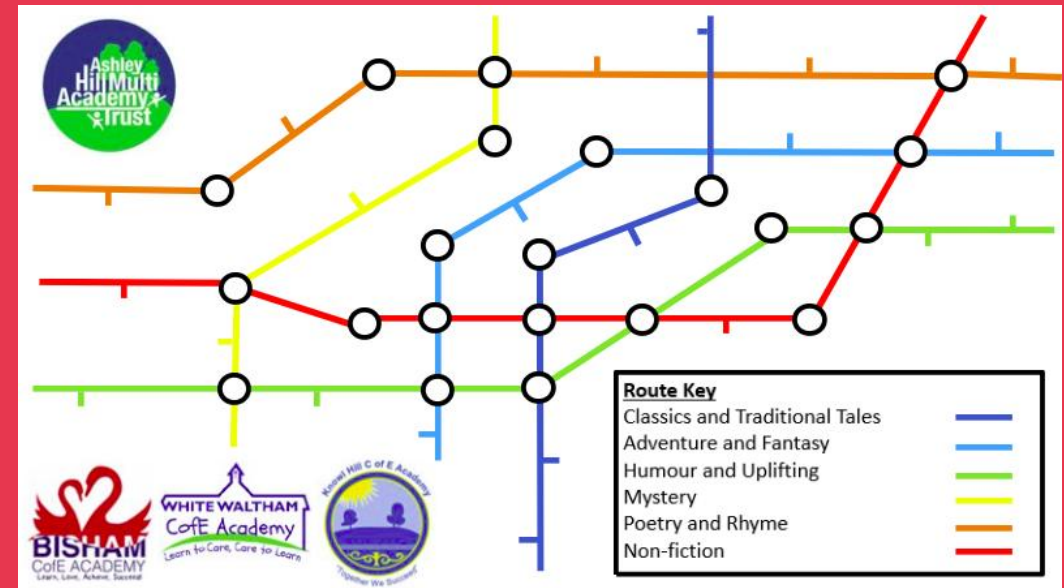
The Next 200 High Frequency Words

water	find	live	fun	better
away	more	say	place	hot
good	I'll	soon	mother	sun
want	round	night	sat	across
over	tree	narrator	boat	gone
how	magic	small	window	hard
did	shouted	car	sleep	floppy
man	us	couldn't	feet	really
going	other	three	morning	wind
where	food	head	queen	wish
would	fox	king	each	eggs
or	through	town	book	once
took	way	I've	its	please
school	been	around	green	thing
think	stop	every	different	stopped
home	must	garden	let	ever
who	red	fast	girl	miss
didn't	door	only	which	most
ran	right	many	inside	cold
know	sea	laughed	run	park
bear	these	let's	any	lived
can't	began	much	under	birds
again	boy	suddenly	hat	duck
cat	animals	told	snow	horse
long	never	another	air	rabbit
things	next	great	trees	white
new	first	why	bad	coming
after	work	cried	tea	he's
wanted	lots	keep	top	river
eat	need	room	eyes	liked
everyone	that's	last	fell	giant
our	baby	jumped	friends	looks
two	fish	because	box	use
has	gave	even	dark	along
yes	mouse	am	grandad	plants
play	something	before	there's	dragon
take	bed	gran	looking	pulled
thought	may	clothes	end	we're
dog	still	tell	than	fly
well	found	key	best	grow

- Common exception words are the same as red words. These cannot be decoded and must be learnt by sight.
- High frequency words are words that children will encounter in books frequently. Some might be decodable, others will not and are the same as 'red' words.
- Homophones and near homophones show words that sound the same but have different spellings and meanings.

Reading Routes

- Reading ticket attached to their reading record.
 - Choose a book from our book tree, share it at home and once an adult at home has recorded that it has been read then it will be stamped off at school.
 - One line completed = certificate
 - One of each line completed = certificate
 - Full ticket = reading badge
- All presented in celebration assembly
- Further rewards being introduced this year for children who complete more than 1 reading ticket



Section 2

brend



throst



stret



spraw



Page 15 of 24

Section 2

label

vanish

blossom

thankful

Page 21 of 24

Phonics Screening Check

- Aims to assess how well pupils are able to decode.
- 40 words made up of a combination of real and 'alien' words.
- The check will be administered in June.
- Pupils who do not reach the threshold will retake the check in Year 2.
- If children do not reach the threshold when they retake it in Year 2 they will continue to have phonic and reading interventions when they move into KS2.
- There will be a phonics information evening, date TBC.

Rewards and Consequences



Class



Aaven



Alex



Archie



Ashton



Avyan



Bailey



Calin



Daniel



Elva-Rose



Emma



Harrison



Jamie



Joshua



Lachlan



Leo



Liam



Luke



Noah
M



Noah
Q



Orryn



Rocco



Ronny



Rory



Sehaj



William



Zakariah

Rewards

- ❖ Verbal Praise
- ❖ Class Dojo points
- ❖ Sharing work with SLT
- ❖ Star of the day/week

Sanctions

- ❖ Reminder
- ❖ Warning
- ❖ Reflection with an adult



Mr Ted, Mr Woof and Mrs Hop Hop

- Go home on a Friday
- Can be a reward for great effort in their work, good behaviour or following the school rules
- Return on a Monday
- No photos/writing needed
- Children will share what they have done over the weekend, to promote oracy/speaking and listening.

Webpage



**Knowl Hill CofE Academy**
"Together We Succeed"

[Home](#) [About Us](#) [Key Information](#) [Curriculum](#) [Parents](#) [Children](#) [News and Events](#)

HOME » CHILDREN » CLASS PAGES » YEAR 1 & 2

Year 1 & 2

Welcome to Year 1 & 2!

In This Section

- [Helpful Information](#)
- [Homework](#)
- [Important Dates](#)

Consents

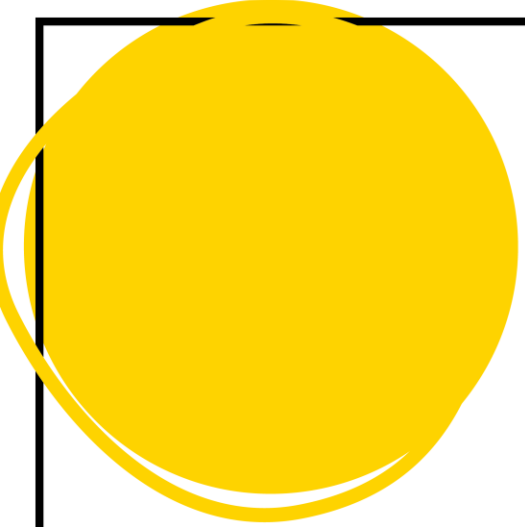
- Consents can be accessed and changed via Arbor.
- This allows us to display your child's photo in the classroom/in the corridors, include them in end of year class photos etc.
- If you haven't already done so, please check your consents are up to date
- As a Trust we have made a decision to upload only back of the head shots or side on photos on our website and facebook moving forwards



Arbor

Top Tips

- Label everything!
- Water bottle and coat every day
- Old shirt for Art please (will be kept in school)
- No toys brought to school please (possibility of losing them and becoming upset)
- Show and tell (**Fridays only**). Optional. Please be something meaningful e.g. a reward, photo, craft or extra homework/learning etc. Avoid toys and keyrings please



Any questions?

*Thank you for coming. This presentation will be
uploaded to the webpage for future reference.*

