

Years 1 & 2

English parent

information meeting

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Introduction



- Phonics
- Reading
- Grammar
- Spelling
- Writing & handwriting
- Supporting at home

Phonics

- Streaming
- Sound mats
- **Phonics strategies** - stretch the sound out / robot arms
- **Common Exception Words**
- **Phonics Test – All of Year 1 & some of Year 2 in June.**

At home:

→ You tube - Jolly Phonics or Geraldine Giraffe.

→ Reading and writing with sound mats in front of them

Phonics Sound Mats



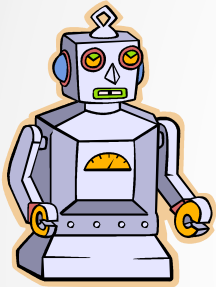
The mat can be used when reading or spelling at home.



Pictures help with the pronunciation.

Phonics Strategies

- Social Stories



- Robot Arms - breaking words up into their sounds

Segment (break words up into sounds)

Blend (say the sounds together to make the word)

- Stretching out words

l o u d

- Say it, say it, count it write it for rehearsing a sentence before it is written.

Common exception words

- All classes have a 'Helpful Words' Mat

Helpful Words

a
about
after
again
all
always
another
any
away

b
back
ball
be
because
before
been
boy
brother
brought
by

c
call
called
came
can't
children
come
could

d
did
do
don't
door
down

e
eat
empty
every
eye

f
fell
first
for
found
from

g
girl
go
going
good

h
half
help
her
here
home
house
how

i
if
inside
into

j
jump
just

k
knee
knew
knock
know

l
old
once
one
or
our
out
over

m
made
make
many
may
more

n
not
now

o
of
off

p
people
push
pull
put

q

r
ran
right
road
run

s
said
saw
school
see
seen
she
should
sister

t
take
that
the
their
them
there
these
they
three
time
took
two

u
under
until
us
use

v
very
village

w
want
was
water
way
were
what
when
where
who
will
with
would

x

y
yes
you
your

z

abc

Tricky Words

asked
called
could
looked
Mr
Mrs
oh
people
their

	oy	u-e	ey		ea	ue	ou
	ie		i-e		ay		u-e
	ew		ph		a-e		ue
	o-e		aw		oe		au
START HERE	wh		e-e	ir	ew		FINISH

Phase 5 Sound Game



Instructions

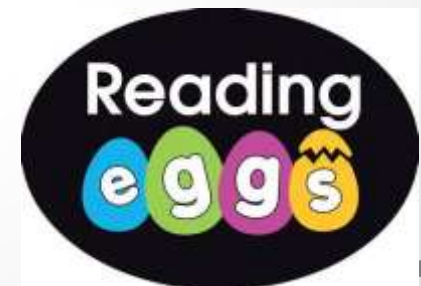
1. Roll a dice
2. Say the sound you land on
3. If you say it wrong, move back one step!

Extend by asking to say/ write a word with that sound in.

Reading



- Children read with once / twice a week
- Children will change books once a week *at least* (they have the option to take home a book from the Book Corner too, if they wish!)
- Home reading for 15-20 minutes a night
- Comment on children's ability to sound out, read high frequency words, answer questions about characters/setting/story etc.
- Suggested comments/questions sent home for your use! SEE PACK!
- Reading Rewards
 - **Sticker = 5 reads**
 - **Bookmark = 15 reads**
 - **Wristband = 25 reads**
 - **Prize & Certificate = 30 reads**





Reading

Reading cards



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How can you break down a tricky word?

What do we need to do at a full stop?

What happened in the story?

What is your favourite part of the story? Why?

Who is the story about?

Find a page in the book that you didn't like. Why didn't you like it?

What is this book about?

Who do you think is telling the story?

What do you think might happen next?

How can we find out who wrote/illustrated this book?

What does the cover tell us?

Is this a fiction or non-fiction text?

Can you spot any patterns in the language in this story?

Is this book funny? Why?

Did you enjoy the story? What was your favourite part?

Is the story like any other books that you have read?

Did you learn anything from the book?

What sort of books do you like?

What sort of characters do we find in storybooks?

What usually happens to baddies in fairytale stories?



Why do authors include pictures?

What do pictures in books help us to do?

twinkl

How do you know someone is talking in a story?

How does punctuation (e.g. full stop) help us to read for sense?

Who is the main character in the story? How do you know this?

What happened in the story?

Find some words or phrases which tell you about the setting.

What made you choose this book?

What would you like the story/text to be about?

Which character from the story interests you?

Based on the cover, what do you think the story will be about?

What is the main event in this story?

Were you surprised by the ending? Is it what you expected?

Has the author put certain words in **bold** or italics? Why?

Can you find any amazing adjectives?

Can you think of another way to begin this story?

What was the most exciting part of the story? What made it successful?

What is the author's view of events in the story? How can you tell?

Did you enjoy the book? Why?

Was there any part of the story or text that you didn't like? Why?

Where and when do you think the story is set?

What sort of book is it? How can you tell?









What features of the text tell you that it is an informative text?

What features of the text tell you that it is a story?

twinkl

Roll-A-Story

	=title	<input type="text"/>
	=setting	<input type="text"/>
	=characters	<input type="text"/>
	=problem	<input type="text"/>
	=solution	<input type="text"/>
	=theme	<input type="text"/>

Good for reading and writing your own stories!



Writing



- Cross-curricular tasks in Topic homework
- Punctuation & grammar – Increased expectation
- Tenses!
- SATs in Year 2



6 What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

At home:

- Opportunities for home writing - shopping lists, invitations, known stories & fairy tales, letters, cards, postcards
- Encourage children to plan what they are going to write with a beginning, middle and end when writing stories.

Spelling

- **Helpful word mats**
- **Use Phonics & encoding strategies**
- **Spelling test – SATs**
- **Apostrophes ’**
- **Suffixes**
 - **Year 1: -er, -est**
 - **Year 2: -ment, -ness, -ful, -less, -ly**

Spelling rockets

- 10 word quiz, at the end of each week
- Words will be based on current spelling rule / pattern
- Homework: learn the words, patterns and exceptions! We will be teaching the spelling rule each week in class too
- New rule every week
- Certificates will be given for excellent score or effort within the 'step' / the 'review'
- Year 1 won't start the rocket until they are ready (secure beyond Phase 5)

Support at home:

- ✓ [Spellingframe.co.uk](http://spellingframe.co.uk)
- ✓ Look, say, cover, write
- ✓ <http://www.ictgames.com/mobilePage/lcwc/index.html>

Handwriting

- **Cursive: joined & correct size –**
taught from Reception from September 2015
- **Bessemer handwriting**
scheme – ‘LetterJoin’ Free Trial
- **Incorporated into Phonics,**
yet also taught discretely
every day.
- **SATs in Year 2**

Resources

Adjective Word Bank

Shape

broad
chubby
crooked
curved
deep
flat
high
hollow
low
narrow
round
shallow
skinny
square
steep
straight
wide

Size

big
colossal
fat
gigantic
great
huge
immense
large
little
mammoth
massive
miniature
petite
plump
scrummy
short
small
tall
teeny
tiny

Sound

cooing
deafening
fast
harsh
high-pitched
hissing
hushed
hustly
loud
melodic
moaning
muzz
noisy
purring
quiet
rappy
resonant
screaming
stir
stilt

Time

ancient
brief
Early
fast
late
long
modern
old
old-fashioned
quick
rapid
short
slow
swift
young

Adverbs

How?

angrily
anxiously
cautiously
cheerfully
courageously
crossly
cruelly
defiantly
doubtfully
elegantly
enthusiastically
foolishly
frantically
gently
gladly
gracefully
happily
hungrily
inquisitively
irritably
joyously
loudly
madly

merrily
nervously
quickly
sadly
safely
shyly
solemnly
weakly
well
wildly

When?

afterwards
again
before
beforehand
early
late
never
now
often
punctually
recently
soon
then
today
tomorrow
yesterday

How often?

always
annually
constantly
daily
hourly
monthly
never
occasionally
often
once
regularly
repeatedly
sometimes
usually
yearly

Where?

above
around
away
below
down
downstairs
everywhere
here
inside
outside
there
up
upstairs
wherever

How much?

almost
completely
entirely
little
much
rather
totally
very

More useful adverbs...

additionally appropriately consequently
fittingly hence however
insufficiently suitably therefore

Verbs

Movement

bounce
carry
collapse
crawl
dance
dash
drive
hit
hop
hurry
jump
leap
pull
push
roll
rotate
run
shake
skip
sneak
spin
split

stroll
stumble
tap
throw
trudge
turn
walk
wander
wave
wind
zoom

Voice

giggle
hum
laugh
rap
scream
shout
sigh
sing
sob
talk
whisper
yawn

Objects

bend
break
burn
control
fold
melt
mend
mauld
open
repair
smash
snap
stretch
throw
twist

Emotion

admire
bawl
blubber
cry
despair
frown
grip
laugh
love
sigh
smile
smirk
tremble
weep
wince
worry

Senses

caress
eat
feel
hear
lick
listen
observe
smell
sniff
taste
touch

Thought

comprehend
conceive
contemplate
daydream
dream
evaluate
lament
meditate
ponder
reflect
speculate
think
visualise
wander

More useful verbs...

Sentence Openers

Time	Order	Where	To add information	Comparisons
One day One morning One evening After that After a while Before long Afterwards As soon as At last A moment later In the meantime Later on Meanwhile Soon During Now Next week All of a sudden	At first First Second Third Then Last Finally Next Then	In the middle of the... Under the bridge... Over the bridge... In the distance... Far away... In a far off land... Inside of... At the end of... On top of the... Next to the... Nearby... Opposite the...	Again Also Another Along with... For example... As well as	However Yet Despite Still Unlike Even though Although Rather than



Resources


My words to practise...	Look and say 	Look, say and write 	Cover and write 

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

My Sound Families


My ck Sound Family 	My ch Sound Family 	My j Sound Family 
My j Sound Family 	My m Sound Family 	My n Sound Family 
My ng Sound Family 	My r Sound Family 	My s Sound Family 
My sh Sound Family 	My v Sound Family 	My w Sound Family 
My e Sound Family 	My i Sound Family 	My ai Sound Family 


Please ask some of these questions when you are listening to a story.

How do you know someone is talking in a story?	How does punctuation (e.g. full stop) help us to read for sense?	Who is the main character in the story? How do you know this?	What happened in the story?
What would you like the story/text to be about?	Which character from the story interests you?	Based on the cover, what do you think the story will be about?	What is the most interesting part of the story?
Can you find any amazing adjectives?	Can you think of another way to begin this story?	What was the most exciting part of the story? What made it successful?	What was the author's view of events in the story? How can you tell?
Where and when do you think the story is set?	What sort of book is it? How can you tell?		What features of the text tell you that it is an informative text?
			What features of the text tell you that it is a story?

Helpful Words

a	b	c	d	e	f	g	h	i	j	k
about	back	call	did	eat	fell	girl	half	if	jump	knee
after	ball	called	do	empty	first	go	help	inside	just	knew
again	be	all	don't	every	for	going	her	into	know	knock
always	because	came	door	eye	found	good	here			
another	been	can't	down		from		home			
any	boy	children					house			
away	brother	come					how			
	brought	could								
	by									







Supporting English at home

- Phonics – encourage children to sound out and break words down into sounds, & use sound mats
- High Frequency Words – make HF words and play snap, use the helpful word mat
- Reading – read every night with your child and question them using the guided reading questions
- Spelling – Encourage children to use phonics and check dictionaries/helpful words
- Writing Opportunities – incidental writing opportunities in context (i.e holidays)
- Handwriting – Targeted practice during Phonics HW and use the free trial with ‘LetterJoin’
- Internet Activities - www.ictgames.com , www.kenttrustweb.org.uk,
www.woodlands-junior.kent.sch.uk , www.bbc.co.uk, www.crickweb.co.uk

- National Curriculum for English is on the school website.
- Slides available on school website.
- Parents' evenings - October



Questions?