

WELCOME TO KS1

SEPTEMBER 2023



AIMS



- To give you an overview of KS1 teaching practice and what a day in KS1 might look like.
- To understand how phonics and reading are taught at Grange Primary School
- Share ideas and resources which you can use to support your child at home

WHAT A TYPICAL DAY LOOKS LIKE IN KS1...

	Year 1
9:00-9:30	Phonics
9:30-10.00	English
10.00-10.20	English book work- other children in COOL time
10.20-10.40	Break time
10.40-11.40	Maths
11.40-12:00	Maths continued with focus groups (other children in COOL Time)
12.00-1.00	LUNCH
1:00-1.30	Topic: History/ Geography/Science/Computing/Art/PSHE
1.30- 2.55	Topic follow-up & COOL Time
2.55-3.00	Tidy up
3.05-3.30	Story time & News
3.25-3.30	Home time

	Year 2
9:00-9:30	Phonics
9:30-10.00	English
10.00-10.20	English
10.20-10.40	Break time
10.40-11.40	Reading
11.40-12:00	Maths
12.00-1.00	LUNCH
1:00-1.30	Topic: History? Geography/Science/Computing/Art/PSHE
1.30- 2.55	Topic
2.55-3.00	
3.05-3.30	Story time & News
3.25-3.30	Home time

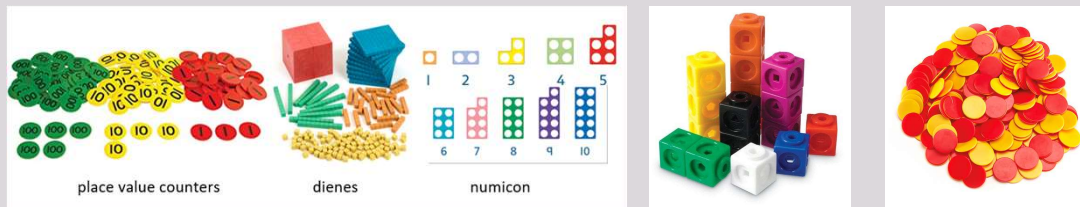
'CHOOSE OUR OWN LEARNING' TIME (COOL TIME)



- COOL time is where children are in charge of their learning.
- Each week children are given challenges that they must complete independently or with an adult.
- Children access the provision to extend their learning and share this with their peers. As we progress further in the year, the provision will become more challenging for children and tasks will become more independent.
- During COOL Time, an adult is working with a small group, whilst other adults are with the children in the provision extending their learning by playing and performing targeted teaching for students.




MATHS

- We follow the White Rose scheme of learning
- Very practical and child centered.
- We use resources, and encourage children to use these to help solve their mathematical problems.
- We then move to the pictorial version of learning, with problem solving and reasoning involved.
- You have been given a newsletter with some targeted ideas as to what we are working on this term.



HANDWRITING

- Children by the end of **year two** should be beginning to write using cursive letter formation.
- It is very important that children have the correct formation of printed letters first, which is why we teach printing with only exit strokes in year one.
- Children should be writing **a, c, d, g, o, q** using anticlockwise movements. Please practice these at home.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Shave your teeth and let the s hiss out ssssss	Down the snake from head to tail.
a a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
t t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
p p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
i i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.

WHEN WRITING...

- We encourage students to say their sentence orally first, then count the words in their sentence.
- Any word that your child gets stuck on, we encourage them to 'stretch it out' to help them hear all of the sounds in that word.
- Stomping syllables (the stompy elephant) and using 'sound fingers' is also something we do to help children hear all of their sounds.
- Children should be using capital letters at the beginning of the sentence, full stops at the end of the sentence and finger spaces in between words.
- Encourage your child to re-read what they have written to make sure it makes sense.

PE



Children are to come to school with their PE kits including appropriate footwear and will get changed in class before PE. They will then get changed back into their school uniform after PE.

PE days

- Venus- Tuesday & Thursday
- Earth- Monday & Wednesday
- Mars- Monday & Wednesday

- **PE KIT- tracksuit bottoms and a white t-shirt**



TOPIC: SCIENCE, GEOGRAPHY, HISTORY, ICT, PSHE, RE



- Topic lessons are taught after lunch.
- These are short carpet sessions which are then followed up in out provision during COOL time.



HOMEWORK



- READ!
- Topic homework will be updated every half term along with the class newsletter. This will be in a scrapbook for them to complete and bring in by given date.
- Mathletics & Reading eggs- in children's homework book and reading records

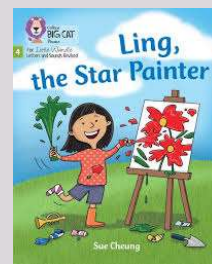
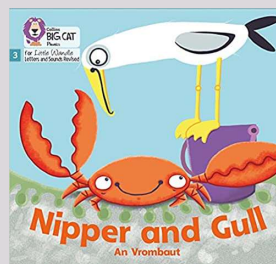
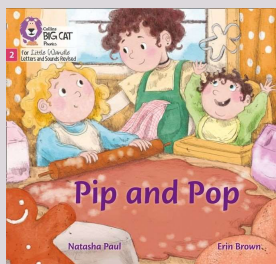
READING



- Children will be given a leveled reader every week.
- These books are phonetically decodable for your child to access these at their targeted level. Each book has different sounds from the specific phase to build confidence and consolidate their learning of these sounds.
- Your child has a reading diary that they should bring to school everyday along with their reader. When your child is confident in reading and discussing their book and answering questions, it will be changed.
- It is encouraged that you read with your child for a minimum of 10 minutes each day.

READING PRACTICE BOOK

- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.



SHARING BOOK

- In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.
- Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



READ TO YOUR CHILD

The shared book in your child's reading bag is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



PHONICS & READING EYFS & YEAR 1

SEPTEMBER 2022

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niVWw



WHAT IS PHONICS?

- The alphabet contains only 26 letters. Spoken English uses about 42 **sounds**. We call these **phonemes**.
- These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 's' or 'h') or a group of letters (e.g. 'sh' or 'ear')
- Once children begin learning sounds, they are used quickly to read and spell words.

PHONICS TERMS

- Phoneme (sound)
- Grapheme (letter formation) e.g. sh
- Segmenting (breaking word into sounds)
- Blending (putting sounds together to make words)

READING MATTERS

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time.

Often driven by factors such as,

- Quality of parents talk and engagement in conversations
- Talk about books, stories and rhymes
- Vocabulary children are exposed to.

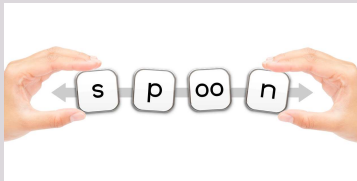
Impact of parents reading with their children by 5 years old

Never read to– 4,662 words
 1-2 times per week - 63,570 words
 Daily- 296,660
 5 books per day – 1,483,300

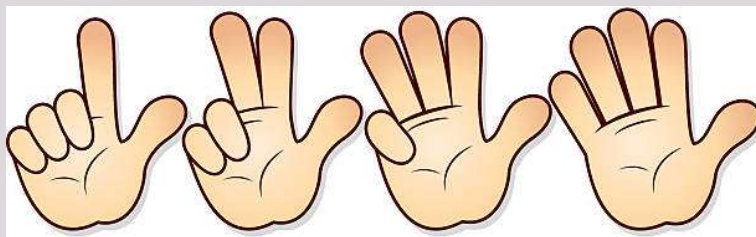
We, together can begin to close this gap!

HOW WE TEACH PHONICS

- Children have a 20-30 minute phonics lesson everyday.
- Children are taught to read by breaking down words 'graphemes' into separate sounds or 'phonemes'.
- They are then taught how to blend these sounds together to hear and read the whole word.



SOUND FINGERS



Children use their sound fingers to count the sounds in the word.



c-a-t
1-2-3

PHASE 1

- Phase 1 starts in Nursery

Phase 1 Phonics Activities

- Aspect 1: Environmental sounds
Stories - Walk around local area
- Aspect 2: Instrumental sounds
Bag of instruments - Add sound effects
- Aspect 3: Body percussion
Action songs and rhymes
- Aspect 4: Rhythm and rhyme
Rhyming stories - What rhymes with...?
- Aspect 5: Alliteration
Having fun with names - Story characters
- Aspect 6: Voice sounds
Adding different voices to stories
- Aspect 7: Oral blending and segmenting
Robot speech c-a-t and Put it together



PHASE 2-5

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zt qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo or ur ow oi ear air er * words with double letters * longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 * words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words * words with s /z/ in the middle * words with -s /z/ at the end * words with -es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants * CVCC CCVC CCVC CCVC CCVC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants * CVCC CCVC CCVC CCVC * words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est * longer words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /aʊ/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

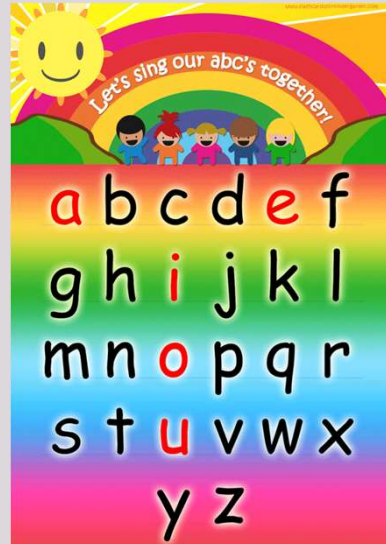
Autumn 2 Phase 5 graphemes	New tricky words
/u:/ ur bird /i:/ ie pie /ʊ/ /oo/ ue blue rescue /yoo/ u unicorn /oa/ o go /i:/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ i-e shield /or/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations, in which case, it should not be treated as such.

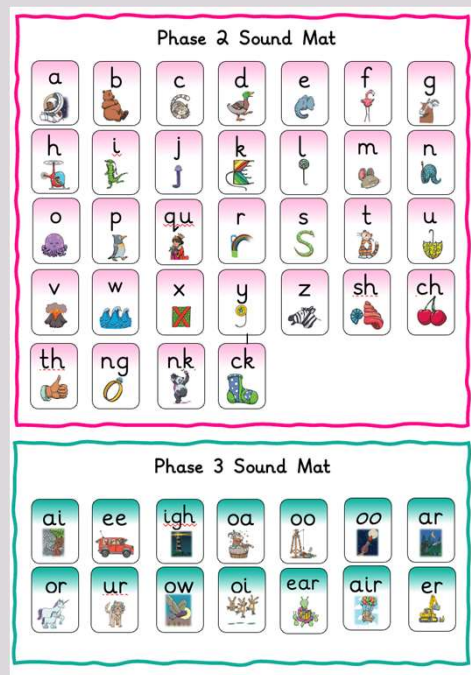
Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oo/ oe ou toe shoulder /igh/ i /y/ /oa/ ow snow /j/ g giant /ff/ ph phone /t/ te ce apple metal /s/ c ice /v/ ve give /ai/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ej donkey /oo/ u- ou fruit soup	any many again who whole where two school call different thought through friend work

IN THE EARLY STAGES OF READING

Each letter represents a sound...



Sound mats are used to help children with the relationship between reading to writing.



**We need to give the children strategies
to draw on to help them decode.**

PHONICS WORDS

Your children will learn to use the term:



Blending

Children need to be able to **hear** the separate sounds
in a word and then blend them together to **say** the
whole word

BLENDING

b - e - d = bed

t - i - n = tin

Sh-o-p = ?

PHONICS WORDS

Your children will learn to use the term:

Segmenting



Children need to be able to **hear** a whole word and **say** every sound that they **hear** .

SEGMENTING

bed = /b / /e / /d /

mug= /m / /u / /g /

snake = ?

HOME READING

Your child's reading book will change when:

- They are no longer decoding and can read the book confidently
- They can answer comprehension questions about what they have read
- They can find synonyms for words in the text that mean the same thing
- They can discuss the characters and setting
- They can confidently retell the book in their own words, stating the main characters, setting, the build-up, the main problem and solution.



Their reading diary and home reader should be brought in every day.

Make sure you sign your child's reading diary when you read with them so they can earn their stickers and rewards.

Talk about the book and celebrate their success.

READING WITH YOUR CHILD:

Before Reading

- Look for clues/ predict
- Book Walk
- Talk about the words and ideas you may find in the story
- Point out the difficult words

During Reading

- Praise all efforts to read independently
- Remind children that reading should sound like talking. Model this by reading a sentence and having them copy you.
- Time
- Ask questions about the characters, setting, story.

After Reading

- Encourage child to retell the story
- Discuss characters
- Which was your favourite why? Have you ever...



TRICKY WORDS

Words that children will see frequently but they **cannot** sound out. These words **cannot** be blended or segmented because they are irregular.

Each phonics phase has a set of tricky words that go with it.

no go into I to is the said

Children need to be explicitly shown what the tricky part of the word is...

WHAT YOU CAN DO AT HOME TO HELP YOUR CHILD TO READ AT HOME...

- Play 'I spy' using sounds as well as letter names, e.g. 'I spy something beginning with sh'.
- Create a sound box. Ask your child to find things around the house containing a certain sound. (They could draw pictures and write the words too)
- Sound sort- you write words and have your child read them and sort them into the different columns.
- Matching Rhymes- Give your child a word and ask them to write down rhyming words containing the same sounds.
- Segment words and have your child blend them back together
- [Play dough- Get your child to make words or sounds out of play dough.](#)
- Play Buried Treasure- sorting real words/ nonsense words
- Write your own alien words- child to read these/ sort them into their sound groups
- Continue reading at home with your child.

oi	coin	coil	ow	snow	crow
air	hair	chair	or	fork	cord
ear	tear	beard	ur	surf	turtle
ow	cow	clown	ure	cure	picture
ar	car	park	er	letter	ladder
ay	hay	spray	ng	king	tongue
ou	cloud	house	ch	cheese	lunch
ea	meat	peas	sh	ship	fish
aw	lawn	claw	th	thumb	cloth



PHONICS SCREENING CHECK

- The check is very similar to tasks the children already complete during phonics lessons and it will be done with the class teacher.
- The focus of the check is to ensure that all children can read by the end of Year 2.
- The Year 1 screening (mid point) will provide evidence to help teachers plan for Year 2.

plug

sweep

soft

yards

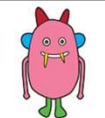
vaw



meast



waib



zome



Why Pseudo Words/non- words / nonsense words / alien words?

Non-words are important to include as they can't be read using their vocabulary or from memory; they have to use their decoding skills. This is a fair way to assess all children's ability to decode.

READING STRATEGIES

Eagle Eye



Can you spot your tricky words?

Can you look for your tricky sounds?

Can you see something in the picture that starts with that sound or letter?

SOUND FINGERS



Use your sound fingers to count the sounds
in the word as you sound it out.



c-a-t

1-2-3

Build-it Beaver

Use your Build it Bever to help you
build the words.

Once you have found the tricky
sounds in the word, Say one sound
at a time and 'build it' on to the
last.

c-l
cl-ow
clow-n
clown



Chunky Monkey



Break a longer word into smaller chunks!

This will make it easier to sound them out and then you can put the chunks back together.

Trying Lion

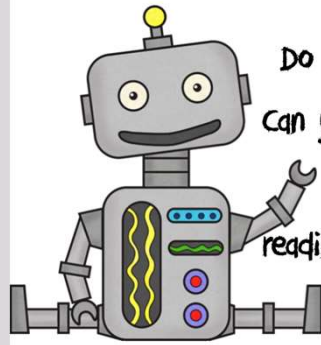


Can you reread your sentence to check it makes sense?

If it doesn't sound right go back and try a different reading strategy.

Rocky Robots

PLLEEASEE



Do not read with a robot voice!

Can you try and read with fluency.

Oh and don't forget the
reading strategy- dot the giraffe!



Dot the giraffe

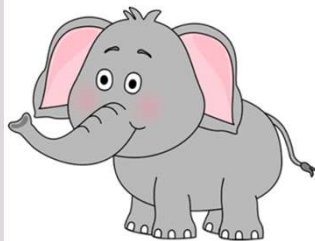
Look at the punctuation and
read with

EXPRESSION

. ? !

WRITING STRATEGIES

Stompy Elephant



Get your fists ready and stomp the syllables in the word,

el - e - phant
1 - 2 - 3

Stretchy Snake



Stretch out your words so
that you can hear your
sounds!

Snnnnnqqake..

Snake!

READING EXPECTATIONS IN KS1

- Children are expected to read their levelled reading book at home daily (10-15mins)
- Children are expected to bring their levelled reading books to school daily.
- Children's reading level is in line with their phonics knowledge
- Children can take a book from the school reading corner (sharing book) which is a book to promote reading for pleasure.
- Children's home reading books are changed regularly providing:
 - They have read the book at least 3 times, for decoding, fluency and understanding
 - They can answer simple comprehension questions about what they have read
 - They are becoming increasingly more fluent in decoding the text are beginning to read the book confidently.
- Parents/ carers are expected to record each home read in the reading diary and sign the reading record to earn rewards for the frequency of their child's reading.
- Teachers and TA's will check the diary regularly and comment when/as appropriate.
- If a child loses or damages a school reading book, a letter will be sent home to parents requesting £5 to replace the book.

PARENT READING AFTERNOONS

- **When:** EVERY Monday afternoon at 3pm
- **Where:** Your child's classroom



QUESTIONS?