

## Year 1



### Reading

Most Year 1 children will begin Phase 5 of a scheme known as 'Letters and Sounds' to help them become more confident and fluent readers.

If working on Phase 5, your child will learn different ways of spelling phonemes (sounds). A grapheme is a letter or group of letters representing a sound.

### Phase 5

#### New grapheme

ay (day)      ou (out)      ie (tie)      ea (east)      oy (boy)      ir (girl)      ue (blue)  
wh (when)      ph (photo)      ew (new)      oe (toe)      au (Paul)      aw (saw)

#### Split diagraphs (where the sound is split by another letter)

a-e (make)      e-e (these)      i-e (like)      o-e (home)      u-e (rule)

#### New Pronunciations for known letters

i (fin, find)      o (hot, cold)      c (cat, cent)      g (go, giant)      u (but, put)      ow (cow, blow)  
ou (out, shoulder, could, you)      er (farmer, her)      y (yes, by, very)  
ie (tie, field)      ea (eat, bread)      a (hat, what)      ch (chin, school, chef)

Your child might also become very familiar with fairy stories (Cinderella) and traditional tales (The Three Little Pigs), retelling them in their own words and understanding their special features such as characters (good and bad) and story structure (opening, problem, resolution and happy ending).

- Children will also be encouraged to use vocabulary and structure from various texts they have read in their own writing such as 'Once upon a time..., In a land far away..., ...and they lived happily ever after'.

Children might learn rhymes and poems off by heart and also be encouraged to say whether or not they like the text, giving reasons why.

### Writing and Spelling

Children will learn to spell words such as the common 'tricky' words listed above, and the days of the week too.

Spelling rules for adding suffixes such as -s and -es may also be introduced to make the plural form of nouns or to aid writing in the third person, e.g He goes, She leaves.

In addition to this, children will learn how to add endings to verbs such as: -ing, -ed, -er and -est.

Children might also learn spellings when adding prefix un- to the start of a word. (A prefix is a group of letters added to the beginning of a word which changes the meaning of the word).

By the end of Year 1, your child may be able to say and write out the alphabet and use letter names to refer to different letters.

Children will practise writing simple sentences dictated by the teacher which contain the 'tricky' words and the phonemes (sounds) learned so far.

### **Handwriting**

The best suggested pencil grip to help your child write comfortably and accurately is often referred to as 'froggy fingers'. (As shown here).

Children might work on forming lower case letters in the right direction, starting and finishing in the right place. Children must be able to write capital letters in Year 1 and form digits to 9 correctly.

### **Writing - Composition**

Children are encouraged to say what they will write before actually writing it in order to plan ideas in their head first. They will practise sequencing their sentences correctly and be encouraged to re-read their work as they go to check that it makes sense.

### **Writing - Vocabulary, Grammar and Punctuation**

Generally, most children in Year 1 will be learning how to use joining words such as 'and', 'but' and 'because' to join two ideas together to extend their sentences.

Children will also be reminded to use capital letters for names (including places, days of the week and months of the year), in order to punctuate the beginning of a sentence and when writing about ourselves, using 'I'.

Other punctuation such as full stops, question marks (?) and exclamation marks (!) will be taught when writing in sentences.

## **Year 2**

### **Reading**



#### **Reading**

Your child will work on increasing their fluency using their phonics knowledge (knowledge of how sounds relate to letters).

#### **Reading Comprehension**

Fluency isn't everything! Children must also understand what they are reading and what is being read to them.

Children in year 2 will listen to, discuss and give their own thoughts and opinions on a range of books including stories, non-fiction text and a wide range of poetry at a level beyond their own reading ability.

Whilst reading independently, your child may be asked to check that their reading makes sense, make predictions about the type of book they are reading or the characters within it, answer and ask questions about their reading and make inferences. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.

Your child might also be asked to sequence events within a book and retell traditional and fairy stories with more detail.

Looking at the structure of different non-fiction texts such as non-chronological reports and instructional texts helps children to use the correct structure in their own writing.

Reading will help to extend children's vocabulary and your child may be asked to recite poems expressively, off by heart.

### **Writing and Spelling**

Your child's knowledge of graphemes (written form of sounds) will be building and they will be using these to spell words, e.g n-igh-t, b-r-ea-k or ch-a-m-p.

Trickier words known as homophones may be taught in order for children to be aware that words can sound the same but have different spelling, e.g knew and new.

Spelling of trickier contracted words (shortened forms) such as 'we've', 'they'll', 'they've' might be taught with children learning how to use the possessive apostrophe e.g the boy's bag (the bag belonging to the boy) or Lewis' pencils (if the word ends in an 's', the apostrophe follows it or sometimes an additional 's' is added e.g Lewis's pencils).

Suffixes can be a letter or groups of letters added to the end of the word to change its meaning, such as: -ness, -ful, -ment, -ly and -less.

- Your child may learn how to add these suffixes to words and understand how adding can change the meaning of a word completely.

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Your child may learn how to add these suffixes to words and understand how adding can change the meaning of a word completely.

### **Handwriting**

Falling into bad habits with pencil grips can be a hard thing to correct later on, so it's best to start as we mean to go on and ensure your child is using the 'froggy fingers' pencil grip to ensure comfort and accuracy.

Children will continue to work on forming lower case letters correctly, making sure they are all of a similar size and spacing between words is good too (this is the same case for capital letters and numbers). Your child may have already started in Year 1, but most children begin being taught how to join up in Year 2.

### **Writing - Composition**

Children will write a range of stories, non-fiction and poetry throughout the year.

Generally, Year 2 children are encouraged to sustain writing for longer periods of time in comparison to Year 1.

Before writing, children are reminded to plan what they will write in their head first so that their writing makes sense.

Children will be encouraged to use more detailed descriptions in their writing and re-read their own and other's writing, looking for ways to edit and improve it.

### **Writing - Vocabulary, Grammar and Punctuation**

Your child will begin to learn how two words can be put together to create a new word, e.g play + ground = playground or foot + ball = football, these are known as compound words.

In Year 2, children are generally encouraged to use more adverbs (describe the verb), by adding the suffix 'ly' to certain words, e.g slow-ly, quick-ly, patient-ly.

They may learn different ways of joining ideas together to make longer, more detailed sentences using words such as when, if, because, or, and, but.

Your child may work on changing tenses and writing in a specific tense and consistent use of punctuation.



## **Year 3**

If your child is about to begin Year 3, or is currently working in that year, you might be wondering what they will be learning. This can depend on the school, your child and the time of year however this document is meant as a general guide, covering the sorts of things that your child might be working on.

### **Reading Comprehension**

Reading fluently is increasingly important however understanding what he/she is reading is also very important.

Children in Year 3 may listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.

Year 3 students should be encouraged to use a dictionary to understand meaning of words they don't know.

Children might be expected to retell traditional and fairy stories, also myths or fables, in detail.

They may also work on writing poems and plays to read aloud and perform using the correct intonation and volume.

When reading poetry, children will be encouraged to recognise different types of poetry, e.g tongue twisters or riddles.

As well as understanding books they listen to, children will hopefully be understanding books they can read independently by checking that their reading makes sense, asking questions, inferring character feelings, thoughts and actions and justifying with evidence. They will also be asked to make predictions and summarise the main ideas within a section of text.

Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world. Children will also be encouraged to look back in the text so they can find the answer to a question.

### **Writing and Spelling**

Your child may learn to use a wide range of prefixes (a group of letters added to the beginning of a word to change its meaning) such as in-, re-, sub-, dis- and mis- and suffixes (a letter or group of letters added to the end of a word to change its meaning) such as -ation and -ous.

In addition to this, children in Year 3 may also learn how to spell a wider range of homophones (words which sound the same but are spelt differently such as hear/here, some/sum)

Children will also learn to place the possessive apostrophe in the right place (e.g the lady's bag, Lewis' jumper).

#### **Handwriting**

Generally, children in Year 3 will continue to work on joining letters together so that they are always joining up their handwriting. Emphasis should be on the quality and consistency of the handwriting.

### **Writing - Composition**

Planning writing – In order to fully understand the structure and style of the text that they are writing in, they may be exposed to different texts of that type.

Drafting and writing – Year 3 Children may practise planning the sentences in their heads before writing them down, consciously including an interesting range of vocabulary. Children might also learn how to write in paragraphs and structure content well including all the necessary features of that writing style.

Evaluate and edit – Children will be encouraged to regularly assess the effectiveness of their own and other's writing, suggesting improvements and proof reading for grammar, spelling or punctuation errors. Children will keep in mind the level they are writing at and what they can do to achieve the next level.

Finally, children will be taught how to use intonation when reading their writing out loud and vary the volume so what they are reading is clearly heard.

### **Writing - Vocabulary, Grammar and Punctuation**

In Year 3, your child may work on accurate punctuation including speech punctuation (e.g start writing speech for a new speaker on a new line and ending speech with a form of punctuation mark before closing speech marks).

They may also practise when to use 'a' or 'an' depending on whether the next word begins with a consonant or vowel (an + vowel as first letter of the word).

Within text, children will be encouraged to use appropriate headings and sub-headings, using the correct tense throughout.

Finally, children will be taught different ways of starting sentences and joining sentences with words such as next, soon, however, although, after, so, while, before.

## Year 4



### **Reading Comprehension**

Reading fluently is increasingly important however understanding what your child is reading is also very important.

Children in Year 4 may listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.

Year 4 children should be encouraged to use a dictionary to understand meaning of words they don't know.

Children might be expected to retell traditional and fairy stories, also myths or fables, in detail. They may also work on writing poems and plays to read aloud and perform using the correct intonation and volume.

When reading poetry, children will be encouraged to recognise different types of poetry, e.g tongue twisters or riddles.

As well as understanding books they listen to, children will hopefully be understanding books they can read independently by checking that their reading makes sense, asking questions, inferring character feelings, thoughts and actions and justifying with evidence, making predictions and summarising the main ideas within a section of text. Inference involves using the clues in the story or picture to make a good guess.

It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.

Children will also be encouraged to look back in the text so they can find the answer to a question.

### **Writing and Spelling**

Your child may learn to use a wide range of prefixes (a group of letters added to the beginning of a word to change its meaning) such as in-, re-, sub-, dis- and mis- and suffixes (a letter or group of letters added to the end of a word to change its meaning) such as -ation and -ous.

In addition to this, children in Year 4 may also learn how to spell a wider range of homophones (words which sound the same but are spelt differently such as hear/here, some/sum)

Children will also be able to place the possessive apostrophe in the right place (e.g the lady's bag, Lewis' jumper).

### **Handwriting**

Generally, children in Year 4 will continue to work on joining letters together so that they are always joining up their handwriting. Emphasis should be on the quality and consistency of the handwriting.

### **Writing - Composition**

Planning writing – In order to fully understand the structure and style of the text that they are writing in, they may be exposed to different texts of that type.

Drafting and writing – Year 4 Children may practise planning the sentences in their heads before writing them down, consciously including an interesting range of vocabulary.

Children might also learn how to write in paragraphs and structure content well including all the necessary features of that writing style.

Evaluate and edit – Children will be encouraged to regularly assess the effectiveness of their own and other's writing, suggesting improvements and proof reading for grammar, spelling or punctuation errors.

Children will keep in mind the level they are writing at and what they can do to achieve the next level.

Finally, children will be taught how to use intonation when reading their writing out loud and vary the volume so what they are reading is clearly heard.

### **Writing - Vocabulary, Grammar and Punctuation**

In Year 4, your child may work on ironing out any Standard English mistakes such as 'I were' instead of 'I was', 'I did' instead of 'I done' and using apostrophes to mark plural possession, e.g the boy's bag (one boy and his bag) and the boys' bags (the bags belonging to the group of boys).

Your child may be encouraged to describe nouns with additional adjectives and prepositional phrases (telling of where, when, or why things happen).

Children may also be encouraged to be using adverbial phrases to begin sentences. These act like adverbs telling you when, where, how or how often something happens and are always followed by a comma, e.g 'At school,...', 'Slowly,...' and 'Later that evening,...'.

Children may work on using paragraphs accurately (begin a new paragraph when introducing a new character, section of a story or new information) and secure the punctuating of direct speech correctly (including an appropriate piece of punctuation before closing the speech marks).

Your child may be encouraged to use more of a variety of tenses in their writing, such as the present perfect form rather than just the past tense. The present perfect is simply formed using the past tense of the verb 'to have', e.g He has been living there since 2008, They've finished their work and She's gone on her own to the concert.

Finally, Year 4 is a time for greater range of vocabulary, including a wider range of conjunctions to join sentences – when, if, although, however, although

