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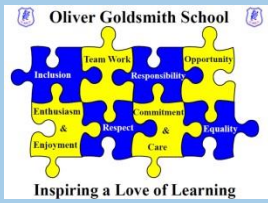


Parent Time

KS1 ENGLISH

Wednesday 16th October 2019





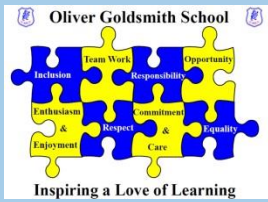
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Introductions & Housekeeping...

- Mrs Dhall-English and Languages Faculty Leader
- Evacuation if alarm sounds (not planned)





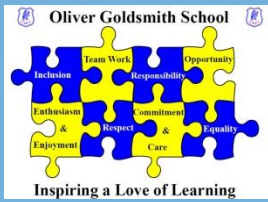
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Aims of this session

- To discuss the different components of English
- To help you to understand end of year expectations for Years 1 & 2
- To provide some ideas for how you can support your child/children at home





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READING - Phonics

- Phonics is the link between letters and the sounds they make.
- Although there are 26 letters in the English alphabet, there are 44 phonemes (sounds).
- Phonics is taught through segmenting and blending phonemes.
- E.g. C-A-T CAT



- Important that the sounds are taught in a particular order.
 - **Phase 2-Nursery/Reception**
 - **Set 1:** s, a, t, p
 - Set 2:** i, n, m, d
 - Set 3:** g, o, c, k
 - Set 4:** ck, e, u, r
 - Set 5:** h, b, f, ff, l, ll, ss
 - **Phase 3-Reception**
 - **Set 6:** j, v, w, x
 - **Set 7:** y, z, zz, qu
 - **Consonant digraphs:** ch, sh, th, ng
 - **Vowel digraphs/trigraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- Important that you pronounce these phonemes clearly and correctly. (Video)
[pronunciation video clip](#)

Phase 4-Reception

No new sounds are taught.

e.g. swim, clap

Phase 5-Year 1

Split digraphs a_e e_e i_e o_e u_e e.g. bake time

Sounds pronounced in different ways e.g. 'ch' chef school

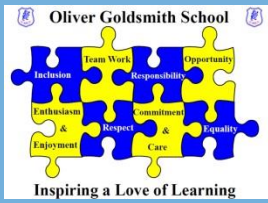
Children learn different combinations of sounds

e.g. ay-day, oy-boy.

Phase 6-Year 2 and beyond

Working on spelling rules.

e.g. adding -ing -ed



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Now it's your turn!

Can you practise saying the sounds of these letters?

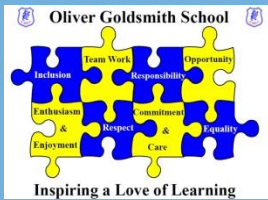
s a t p i n m d g o c k

ch sh th ng qu

ai ee ar

igh ure ear





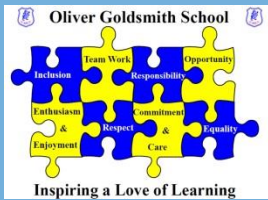
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READING – Comprehension

- Comprehension is the ability to understand something.
- It is important that when children read/see something, they process the information which allows the children to draw conclusions and develop their understanding.
- Asking a range of questions will allow for your children to deepen their thinking and draw conclusions about a text in different ways (refer to Blooms Taxonomy sheet).





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What questions can you ask for the text below?

Mr Big

Knowledge

- 1) **What** do people do when they see Mr Big?
- 2) **Where** does Mr Big go?

Comprehension

- 1) **How** do you think Mr Big feels?
- 2) **What facts show this?**

Application

- 1) **What questions** would you ask Mr Big?
- 2) **What example can you find** of Mr Big not being scary?

Mr Big was so big that anywhere he went, all everyone saw was someone big and scary. No one stuck around to find out who he really was. So inside Mr Big felt very small. When Mr Big went to the cafe everyone had other things to do. When Mr Big got on the bus, everybody got off. When he got to the pool

Analysis

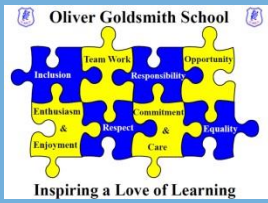
- 1) **What do you think Mr Big will do?**
- 2) **Why do you think that?**
- 3) **Why do you think 'big and scary' are written in big letters?**

Synthesis

- 1) **What do you think will happen next?**
- 2) **What would you change about the story so far?**

Evaluation

- 1) **What is your opinion of Mr Big?**
- 2) **Would it be better if** the people were kind to him? Why?

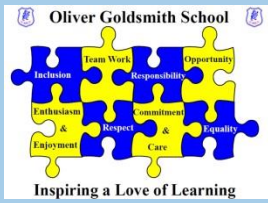


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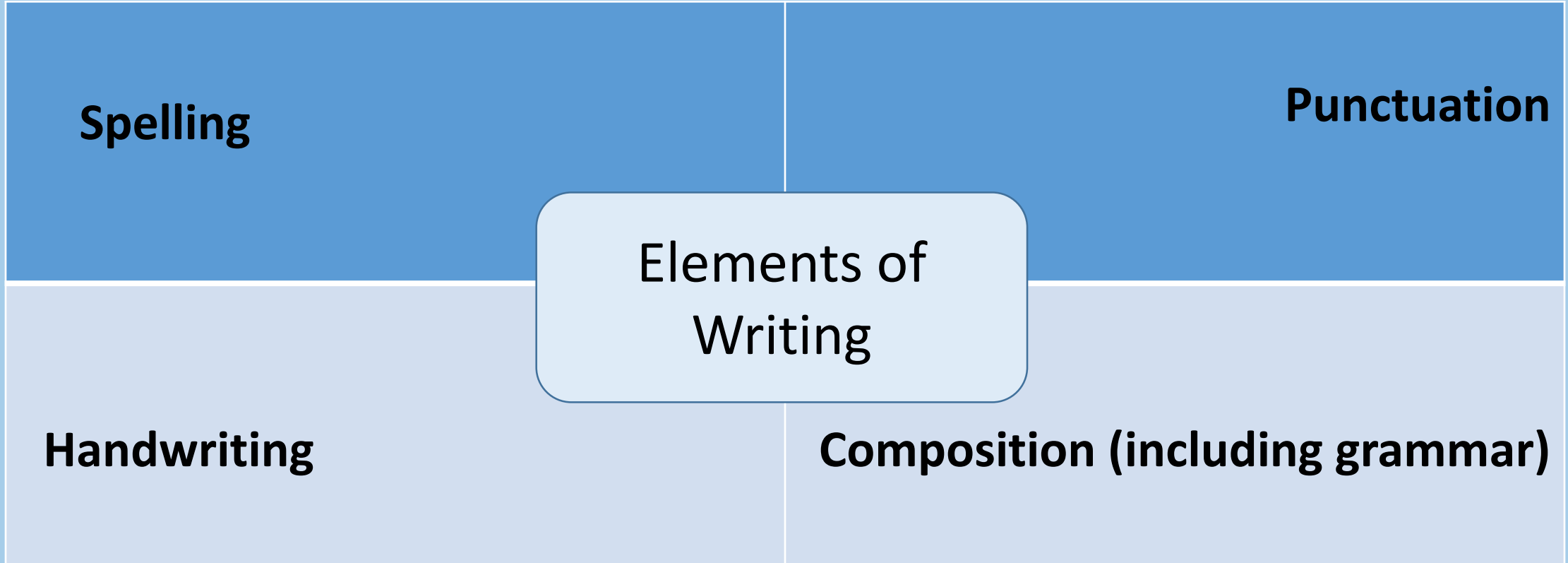


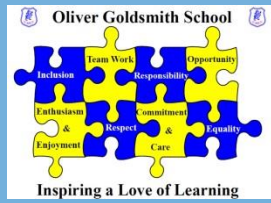
What do you think makes a
good writer?





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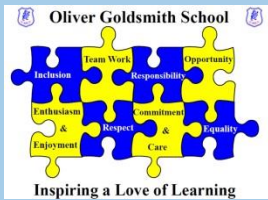


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Year 1 expectations





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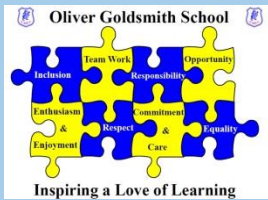
Transcription-Spelling & Handwriting

Pupils are taught to spell:

- words containing each of the 40+ phonemes (sounds) already taught in Reception
- common exception words e.g *the, said, were* (Please refer to spelling hand out)
- the days of the week
- using the spelling rule for adding –s or –es
- using the prefix un e.g *unhappy, unlucky*
- using suffixes such as –ing, –ed, –er and –est e.g *helping, helped, helper, eating, quicker, quickest*

Handwriting

- 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 and 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.



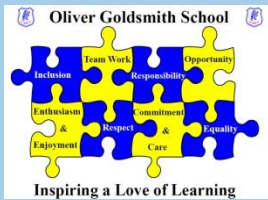
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Composition

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- 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.



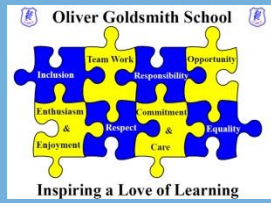
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Writing – vocabulary, grammar and punctuation

Pupils are taught to:

- leave spaces between words
- joining and clauses using *and, because, but*
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for names of ***people, places, the days of the week, and the personal pronoun 'I'***

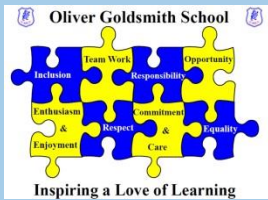


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Year 2 expectations





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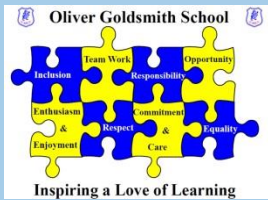
Spelling and Handwriting

Spelling

- learning to spell common exception words e.g *because, beautiful, clothes*
- beginning to recognise **homophones** (*there, their and they're, new and knew*)
- learning to spell more words with **contracted forms** (*can't, shouldn't, should've, could've*)
- learning the **possessive apostrophe** (singular) [*the girl's book*]
- add **suffixes** to spell longer words, including **-ment, -ness, -ful, -less, -ly**
- write from memory simple sentences dictated by the teacher (example will follow).

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
- 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.



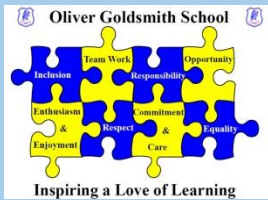
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Dictation

Once upon a time, on the edge of the big, green, dark and spooky wood, there lived a little girl called Little Red Riding Hood. Her cat's name was Sam. One day, she was playing out in the sunshine when her mother called her.

“ I want you to go over to Grandma's house with some milk.”



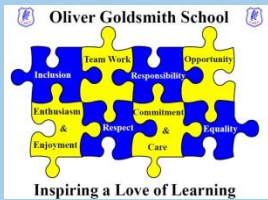
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Writing-Composition

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**
- planning or saying out loud what they are going to write about
- **writing down ideas and/or key words, including new vocabulary**
- 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
 - proof-reading to check for errors in spelling, grammar and punctuation
 - read aloud what they have written with appropriate intonation to make the meaning clear.



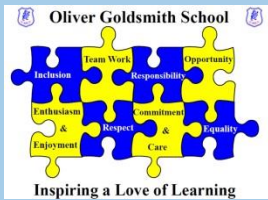
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Writing – vocabulary, grammar and punctuation

Pupils are taught to:

- learn 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)**
- write sentences with different forms: statement, question, exclamation, command
- **use expanded noun phrases to describe and specify [for example, the blue butterfly] e.g use of adjectives.**
- the present and past tenses correctly and consistently
- use different connectives such as when, if, that, because, or, and, or but
- check their sentences make sense to others

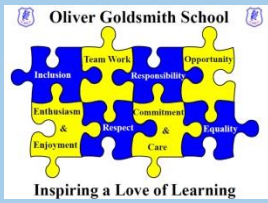


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How to help at home

- Read with your child or to them and question them about what they've read, themes, characters, predictions feelings etc
- Join the local library and have access to dictionaries, thesauruses, a range of texts and the internet
- Create a purpose for writing such as thank you letters, a reminder note, greeting cards, e-mails, recounts of trips/days out and ask them to read their writing aloud to you
- Ensure you provide them with rich experiences (which do not have to cost money) such as trips, local walks, a ride on the bus, a museum visit
- Allow them to read/write about particular interests e.g. books on '*All I know about Manchester United*' or '*One Direction*'
- Engage your children in imaginative play. For instance, role play around a fairy story, acting out characters, scenarios, alternative endings etc.
- If they have to correct any spellings, try to encourage them to find where the errors are-for example there are 3 spelling errors-can you find them? (try not to encourage them to correct more than 3 at one time).
- Dictation



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Any Questions????

Thank you for your time

**Please can you complete the evaluation forms
provided**

