

WELCOME TO YEAR 1 AND 2 English Meeting

Aims of the meeting:

- *Update you as parents in the areas of writing, reading, phonics, spelling, punctuation and grammar.
- *Look at ways you can help your child at home.
- *Provide you with information about the Year 1 Phonics Screening Check.
- *Provide you with information about Year 2 Statutory Assessment Tasks in reading and share expectations in writing.

Speaking and Listening at home and at school.

- ▶ *This forms the basis of any language, pupils should be taught to speak clearly and convey ideas confidently using standard English. They should learn to justify ideas with reasons; ask questions to check understanding ; develop vocabulary and build knowledge.
- ▶ This will help them to clarify their thinking as well as organise their ideas for writing.
- ▶ You can help your child by speaking to them about their day, the order things have happened, getting them to retell a real event or story and correcting their speech when appropriate.



Reading With Your Child.

- ▶ Why is reading important?
- ▶ How do children learn to read?
- ▶ What is a fluent reader?
- ▶ Reading Schemes in school.
- ▶ Help your child by reading with them every day, encourage your child to recognise punctuation in the text, predict what will happen next and retell events in order. Ask you child questions about what they have read, this will help with comprehension skills.



Writing

- ▶ Early writing can be just mark making, then children need to think and say what they want to write and then use their phonics to write it down. Children should soon grasp spelling patterns and build up 'sight vocabulary'.
- ▶ By the end of Key Stage 1 the aim is for children to present their work neatly forming letters correctly, demarcating sentences, using spacing between words, using past and present tense correctly, spelling many common exception words correctly and using suffixes such as -ment, -ness, -ful, -less, and -ly in their work.
- ▶ **Help your child by learning their spellings at home and learn to spell the common exception words.**



- * All year groups expectations have all been up-levelled. There are some objectives which were in year 3 and are now in year 2
- * There are a set of SATs tests which will help inform the teacher's assessment of the child.
- * Tests are usually carried out in May.



END OF KS1 TESTS


Year 2 children take their end of KS1 SATs tests in reading, writing and mathematics. Pupils are expected to be “at the national standard” for the end of year 2.



What does my child need to know?




Understanding Grammar

- ▶ Use subordination (using when, if, that, because) and coordination (using or, and, but)
 - ▶ Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
 - ▶ Know there are 4 main sentence types – statements, questions, exclamations and commands
 - ▶ Make the correct choice of present tense and past tense words throughout writing. [ran not runned, wrote not writed] and use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
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Understanding Grammar

- * Use suffixes to form nouns e.g. -ness, -er (sad – sadness, weak – weakness)
 - * Use suffixes to make adjectives e.g. -ful, -less (home – homeless, power – powerless, pain – painful)
 - * Understand compounding [e.g. two words combine to make one – white/board, super/man]
 - * Use of the suffixes -er, -est in adjectives to make comparisons
 - Use of suffix -ly in to turn adjectives into adverbs (dangerous – dangerously, beautiful – beautifully)

 - This is covered in Phase 6 which is taught in year 2.
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- ▶ Year 1 and 2 Common Exception words.
- ▶ Read then learn to spell.



Understanding Punctuation

- * Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- * Use commas to separate items in a list.
- * Use apostrophes to mark where letters are missing in spelling [don't, I'm] and to mark singular possession in nouns [for example, the girl's name].



Phonics

- ▶ Taught daily in school.
- ▶ There are 6 phases in total.
- ▶ At the end of Year 1 children have to take a screening check, they read 40 words in total.
- ▶ If children do not score 34 they can retake the test again in year 2. Extra support is put in place in school.
- ▶ Spellings and reading books link to the phase your child is on.



Let's have a go

A few minutes have a look at the GPS test

What do you think?



SPELLING PRACTICE IDEAS

A classic technique is known as **Look, cover, write and check**.

So, they **look** at the word...

Cover the word...

Write the word...

And finally **check** it.

It's a well-researched memory trick: if you can conjure up a visual image, what you're trying to remember (in this case spellings!) may come more readily.

For example, if your child is learning 'bank' but writing 'banc', help them remember it's a 'kicking K' by saying, "I kicked my legs into the bank". If they're

writing 'cat' as 'kat' remind them it's a 'curly c' by saying, "

The cat likes to curl up and go to sleep". Encourage your child to invent their own ways of remembering words. If they have thought up the image themselves

To remember **double s**, really stress and extend the sound: fussysssss.

To remember **double z**, again stress and extend it: buzzzzzzzz.

Same for **double e**: seeeeeeeeem.

To remember **ea** instead of **ee**, pronounce it as two separate sounds: cre – a – m.

Sometimes, visualising a difficult word in a different way can suddenly make it stick.

Create a phrase from each letter of a word and turn it into an acrostic, which can be easier to remember than the word itself.

Try these, or have your child make up their own!

Because:

Big

Elephants

Can

Always

Understand

Small

Elephants

Ocean: Only Cats' Eyes Are Narrow

Rhythm: Rhythm Helps Your Two Hips Move

Necessary: Never Eat Chips Eat Salad Sandwiches And Raspberry Yoghurt

If this strategy really works with your child, our [Thinkalink!](#) book is essential further reading.

If your child is a **kinaesthetic learner** (in other words they learn best through doing), ask them to write each letter of the word into the palm of their hand or onto their leg with their finger. With enough repetitions, they'll remember how the word felt to write

(this is known as muscle memory).

Sing the word

How we teach GPS

- ▶ Games
- ▶ Spelling games
- ▶ Guided Reading activities
- ▶ 20 minutes individual lesson
- ▶ Reading a variety of books and texts and identifying them in there.



Finally.....

- ▶ Any questions?
- ▶ There is a range of materials to look at.
- ▶ Please help yourself to refreshments.



Thank you for coming and supporting the school.

