

Parent Information Booklet

KS1



Dear Parents/Carers,

I hope you find this booklet useful and it helps you to support your child's learning in KS1.

During the Key Stage (Year 1 and Year 2) there may be times when you have questions about your child's learning or there may be things you need to inform school about that may affect your child's learning. Teacher's will be available on the door for quick meetings each morning/afternoon when you drop off/collect your child. Alternatively, you can write a note, call the office and leave a message or book an appointment to speak with your child's class teacher.

We are looking forward to sharing this journey through Key Stage 1 with you and your child.

Yours sincerely,

KS1 Team

Contents

- Reading
- Reading Strategies
- How can I help my child with reading?
- Reading Questions - to help your child develop skills
- Keywords your child should be able to read and spell by the end of Year KS1
- Homework
- Writing Information
- 5 Rs For Learning
- Class Timetables

Reading

Year 1

In Year 1 the books that are sent home are carefully matched to the teaching taking place at school. Each week your child will be provided with **one** decodable reading book that should be read **four times** across the week. For children, re-reading words and sentences that they can decode (sound out) until they are fluent (read with ease and precision) is a key part of learning to read. Reading texts several times gives children the greatest opportunity to achieve this fluency. Children will be provided with one book that they are not yet decodable (as they include sounds that have not yet been taught). These books will be sent home for you to read with your child, helping us to instil a love of reading from the very beginning of their reading journey. These could be read together with your child reading the words they are able to decode or could be read to your child.

As the year progresses the children will also have a chance to take home a library book.

Year 2


Our reading books are arranged into colour coded boxes which link to the New National Curriculum.

As children progress through Key Stage 1 (KS1) the emphasis on reading moves from reading the words to understanding the text (comprehension). Children will be assessed by the class teacher during Guided Reading sessions and through individual reading. They will progress through the reading scheme levels as their word decoding, sight recognition and comprehension skills develop.

Please encourage your child to read lots of different books at home. The children need to discuss many different stories

Encourage your child to read every day and make a short note in their Reading Record. The more reading your child completes at home the more rewards they will receive in school.

Reading Strategies

<p>Sound it out using phonics. Look for phonemes in the word.</p>	<p>"c - ar-p-e-t"</p> 
---	---

YES - TUR - DAY



Break up the word into manageable chunks.

<p>Look for prefixes and suffixes to help understand new words.</p>	<p>not ← un - kind → nice</p>
---	-------------------------------


Billowing reminds me of pillow or blow.

Make connections to a word you know.

<p>I use punctuation to help me make sense of what I am reading.</p>	<p>? ! " ... "</p>
--	--------------------



I go back and read a word or sentence again if I don't understand it.

<p>I read on to see if I can work out the meaning of a word I don't know.</p>	
---	---



I listen to what I am reading to see if it makes sense.

How can I help my child with reading?

With your child aim to read magazines, newspapers, catalogues and books. As a parent you are helping your child just be reading yourself, acting as a positive role model for your child. When reading with your child talk about the text together and ask questions to support their knowledge and understanding.

- Talk about the cover – What might this book be about? What type of book is it? Have you read a similar book before?
- Keep reading time **relaxed**, comfortable and pleasurable, in a quiet corner, with the television turned off.
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Support your child by encouraging them to work out unknown words themselves before you give additional help.
- If your child is really struggling, share the reading between yourself and your child.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time.
- As your child progresses, talk about authors, characters and plots or what new information has been learnt.
- Join your local library and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.

Reading Questions

At school we use the VIPERS skills to help with reading.

<p>Vocabulary – Give/explain the meaning of words.</p>	<p>Vocabulary example questions</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section?
<p>Infers – Use clues from the text.</p>	<p>Inference example questions</p> <p>Why was..... feeling.....?</p> <ul style="list-style-type: none"> • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel?
<p>Prediction – Have a good guess at what you think might happen.</p>	<p>Prediction example questions</p> <ul style="list-style-type: none"> • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?
<p>Explain – Explain how information links.</p>	<p>Retrieval example questions</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?
<p>Retrieve – Pick out answers from the text.</p>	<p>Explanation example questions</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
<p>Sequence – Order events from the text.</p>	<p>Example questions</p> <ul style="list-style-type: none"> • What happened first? • What happened at the end?

Keywords your child should know



By the end of **Year 1** children should be able to read and write...

Hard to read and spell words

please	once	any	many	again	who	whole	where
two	here	sugar	friend	because	I	the	no
put	of	is	to	go	into	pull	their
as	his	he	she	buses	we	me	would
be	push	was	her	my	you	they	could
all	are	ball	tall	when	what	said	asked
so	have	were	out	like	some	come	house
there	little	one	do	children	love	oh	mouse
a	people	Mr	Mrs	your	ask	should	water
want	very						

By the end of **Year 2** children should be able to read and write...

Year 2 Common Exception Words

door	children	cold	beautiful	path	eye	many	half
floor	wild	hold	fast	bath	whole	busy	about
poor	climb	every	last	plant	clothes	again	
because	most	everybody	past	hour	could	people	
find	only	even	after	move	should	Mrs	
kind	both	pretty	father	prove	would	Mrs	
mind	told	great	class	improve	who	parents	
behind	old	break	grass	sure	whole	Christmas	
child	gold	steak	pass	sugar	any	money	

Information about Homework

Homework for Year 1 will start at the end of the first half term

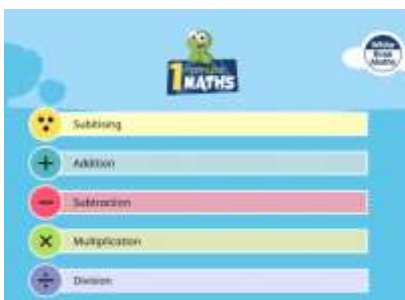
- **Spellings**

Your child will bring home a '**Home Spellings**' book which is to be completed **four times per week**. A list of spellings can be found at the beginning of each main page and should be practised Monday, Tuesday, Wednesday and Thursday. Please ensure your child brings their **Home Spelling book into school every FRIDAY** so that they can complete their spelling check. In addition you may also use the Spelling Shed game which will allow your children to practise their spellings using a online game. Your child's login can be found in the back of their reading record.

- **Mathematic Homework**

Your child will be set two Mathematics activities involving number facts and reasoning skills. The two activities should be completed during the week and the **Home Maths books should be brought into school on TUESDAY** for checking and for new activities to be added and your child will receive their new homework on **WEDNESDAY**.

We also encourage parents to download the White Rose 1 Minute Maths app which allows the children to practise a range of mental maths skills through easy to use activities.



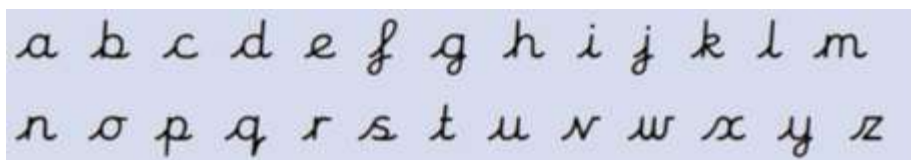
Our new 1-minute maths app helps your pupils to build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!





Writing

At Wixams Tree Primary we follow the continuous cursive style of handwriting from Reception onwards.









Examples of how to form each letter in the continuous cursive style can be found on the following website link (continuous cursive letter choice 4).

<http://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-4.html>

Please encourage your child to form letters correctly, to help them progress, in line with the formations shown above when writing at home.

Make the most of opportunities for writing such as writing thank you letters, a shopping list, reminders/notes, learning spellings and using the computer to type.

Encourage children to follow the sequence:

- Say the word 
- Stretch the word 
- Segment the word 
- Blend the word 
- Count the sounds within the word 
- Say the whole word 

Writing prompts to help with sounding out and blending.

Wixams Tree Primary - 5 Rs For Learning

Building Learning Power involves developing the behaviours a child or young person will need to face challenge calmly, confidently and creatively and as a result, give them the life skills that they need for their journey through school and into the real world. The way that we teach these behaviours to the children is through the 5Rs:

Responsibility

- making good choices in learning and behaviour
 - following rules and codes of conduct
 - having good manners, respecting others and the environment



Resilience

- not giving up even when things are tricky
- being persistent
 - managing and resisting distractions



Resourcefulness

- thinking of different ideas
 - finding other ways and methods to solve problems



Reflectiveness

- thinking about previous learning
- learning from mistakes
- asking questions
- making connections
 - applying learning in different contexts



Reciprocity

- working and learning with others
- negotiating and communicating together
- helping each other



Year 2 Example Timetable (PE days are different for each class)

	08:40 - 08:50	08:50 - 09:10	09:10 - 10:00	09:45 - 10:00	10:00 - 10:15	10:15 - 11:10	11:15 - 11:30	11:30 - 12:30	12:30 - 12:50	12:50 - 13:10	13:10 - 1.55	1.55 - 2.10	14:10 - 15:10	
Monday	Registration & spelling / handwriting boards	Maths		Assembly	Break	English	Story	Lunch	Registration & handwriting	Science		Break	Reading Workshop	Library
Tuesday		Mastering Numbers	Maths			English				Reading workshop	Spelling		Computing	PSHE
Wednesday		Mastering Numbers	Maths			English	Reading workshop			Spelling	RE		PE	
Thursday		Mastering Numbers	Maths			English	Reading workshop			Spelling	PE		Geography	
Friday		Spelling check and dictation	English	Celebration assembly		Maths	Mastering numbers			Reading Workshop	Music		Art/DT	

Year 1 Example Timetable (PE days are different for each class)

	08:40 - 09:00	09:00 -9:45	09:45 - 10:00	10:00 - 10:15	10:15 - 11:00	11:00 - 11:25	11:30 - 12:30	12:30 - 12:40	12:40- 13:00	13:00-14:00	14:00 - 14:10	14:10 -15:00	15:00- 15:10
Monday	Registration & Handwriting	English	Assembly	Break	Maths	Phonics	Lunch	Registration	Mastering Numbers	PE	Break	RE	Story/ Hometime
Tuesday		English			Maths	Phonics			Mastering Numbers	Science	Break	Music	Story/ Hometime
Wednesday		Maths			English	Phonics			Mastering Numbers	Computing	Break	PSHE	Story/ Hometime
Thursday		English			PE 10-11	Phonics			Geography		Break	Maths	Story/ Hometime
Friday		Maths	Celebration assembly		English	Phonics			Mastering Numbers	Art	Break	Art	Story/ Hometime