



Meet the Teacher

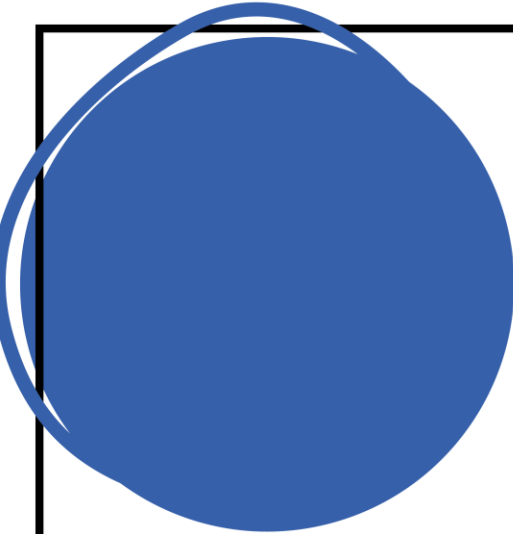
Tuesday 9th September 2024

Daily Life in Year 1 & 2

- The children will participate in Phonics, Reading, Maths and English lessons daily and follow a blocked curriculum which teaches non-core subjects linking to an overarching topic.
- Please make sure your child has their reading record, reading book, water bottle and a coat in school every day.
- A fruit/vegetable snack is provided each day by the school, however the children are welcome to bring in their own snack from home.

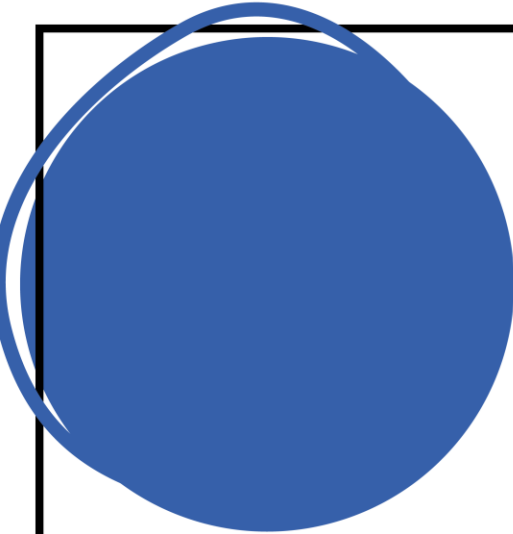
Home time

- The children will be dismissed from the door next to the hall at 3:30pm each day.
- Please inform the office, or write a message in their reading record, if someone else is collecting your child.
- To ensure their safety, we will not release the children to anyone other than a parent without prior communication, even if this is a parent we know.



Read Write Inc

- Read Write Inc phonics is a comprehensive programme to teach the skills necessary for early reading.
 - The children will have a daily phonics session where they are taught the letter sounds and skills needed to continue their reading journey.
 - Children in Year 1 will be completing the statutory phonics screening test at the end of the school year.
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Reading

- Once the children have completed a phonics assessment, they will begin bringing home reading books.
 - Your child must read this book 3 times before it can be changed.
 - Reading books will be changed on a Monday and Thursday each week.
 - Books will only be changed if it has been recorded in the reading record that they have read three times at home.
 - Children are expected to read every night at home.
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Year 1 & 2 – Reading Records

Top Tips for the Reading Helper

As readers become increasingly independent with their reading they should be encouraged to read silently more and more. However, regularly reading out loud to you will help your reader improve his/her reading skills. Here are some useful tips:

- 1 Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
- 2 To stimulate interest in a new book, talk about:
 - what might happen in the story
 - what the reader hopes to learn about, e.g. from a non-fiction book.
- 3 Encourage the reader to use the 'Comments' spaces in this booklet to record:
 - whether or not the reading material was interesting
 - if the book was easy or difficult to read
 - what she/he enjoyed most about the book.
- 4 In the spaces provided, help the reader to make a note of any tricky words or words to practise. If possible, have a dictionary available at reading times.
- 5 **Decoding using phonics** - prompt the reader to 'decode' unfamiliar words by breaking them down into a series of sounds and then blending the sounds together.
- 6 Help the reader to 'work out' words which can't be blended by looking at the other words in the sentence or at the pictures in the book.
- 7 Encourage the reader to look at any pictures in their books in order to get a better understanding of the text and to help them predict what may happen next.
- 8 Try reading some pages to the reader before asking him/her to read. This will show what fluent reading sounds like and help with the reader's understanding.
- 9 Read a wide range of poems and stories to the reader, including ones that are too complex for her/him to read at this stage.
- 10 When the reader is reading out loud, encourage him/her to read with feeling and to use her/his voice to help 'tell' the story more clearly.



Checking Understanding

- Talk to the reader about each book as much as possible.
- Before starting a new book, ask the reader to look at the cover and any pictures on the inside pages. Invite him/her to guess what might happen in the story.
- Ask questions about the story/book, for example:
 - Who/what is the story about?
 - Where/when did the story take place?
 - What do you think is going to happen next?
 - How do you think --- feels about that?
 - Why do you think --- feels that way?
 - Why did --- do that?
 - What would you do if you were ---?
- Invite the reader to explain the meaning of selected words. Encourage them to use a dictionary.
- At the end of a book ask the reader questions like:
 - Do you like how the book ended?
 - Would you have written a different ending?
 - What do you think happened next?
- Ask the reader to summarise, in order, what happened in the story or what he/she learned from a non-fiction book.
- Encourage them to:
 - draw pictures of scenes/characters from the book
 - tell the story in their own words
 - describe a character from the book, including the character's thoughts and feelings.
- Ask the reader to say whether or not he/she enjoyed the book and to tell you what the best bits were.



Phonics - A Guide for the Reading Helper

d-o-g b-o-o-k sh-ee-p



Phonics - a simple overview

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter represents
- identify the sounds that different combinations of letters represent, e.g. 'ch' or 'ai'
- blend these sounds together from left to right to make a word

Children can use this skill to decode new words.

As children develop their reading skills they will discover that the same sound can be written in different ways. On the following pages there are charts showing how the different vowel and consonant sounds are often written.

The language of phonics

The overview above contains all you need to know to help a reader learn through phonics. If you want to know more, the following information may be useful.

- The smallest units of spoken sound in a language are called **phonemes**.
- These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
- Phonemes can be represented by more than one grapheme. (E.g. the **ow** sound in **cow** is the same as the **ou** sound in **out**.)
- Some graphemes represent more than one phoneme. (E.g. **th** can be the **th** sound in **thin**, or the **th** sound in **that**.)
- Readers should become increasingly aware of these grapheme-phoneme correspondences.

These pages include some hints and tips for helping your child as they are now becoming a developing reader.

Year 1 & 2 – Reading Records



As your child is developing their knowledge of sounds and alternative sounds, this page can be referred to as you read to prompt this knowledge. As your child masters sounds within the phonics lessons, we will highlight them in their reading record. This will help you to see which sounds they need to work on.

Year 1 & 2 – Reading Records

Common Exception Words

Here is a list of common words with unusual grapheme-phoneme correspondences:

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

Homophones and Near-Homophones

Homophones are words that sound the same but have different spellings. Here are some to look out for.

there	Look over there !	quiet	We must be quiet in the library.
their	They have their own drinks.	quite	The jar is not quite full.
they're	They're (they are) having fun.		
here	Please bring it here to me.	be	I want to be a vet when I'm older.
hear	Can you hear the music?	bee	A bee looks similar to a wasp.
see	When I close my eyes I can't see .	blue	Blue is the best colour.
sea	Let's go swimming in the sea .	blew	The wind blew my hat off.
bare	It's easier to climb with bare feet.	night	We can see the stars at night .
bear	A bear is a wild animal.	knight	The brave knight rode a white horse.
to	We are going to the cinema.	one	One , two, three, four...
two	I have two pet cats and a dog.	won	Great! I have won a prize.
too	My toy plane is too heavy to fly.		
are	These are my favourite fruits.	sun	The sun is shining.
our	Miss Jackson is our teacher.	son	Our son is six today.
where	Where have I put my pencil?	for	This present is for you.
wear	Today, I need to wear a coat.	four	Five, four , three, two, one, GO!

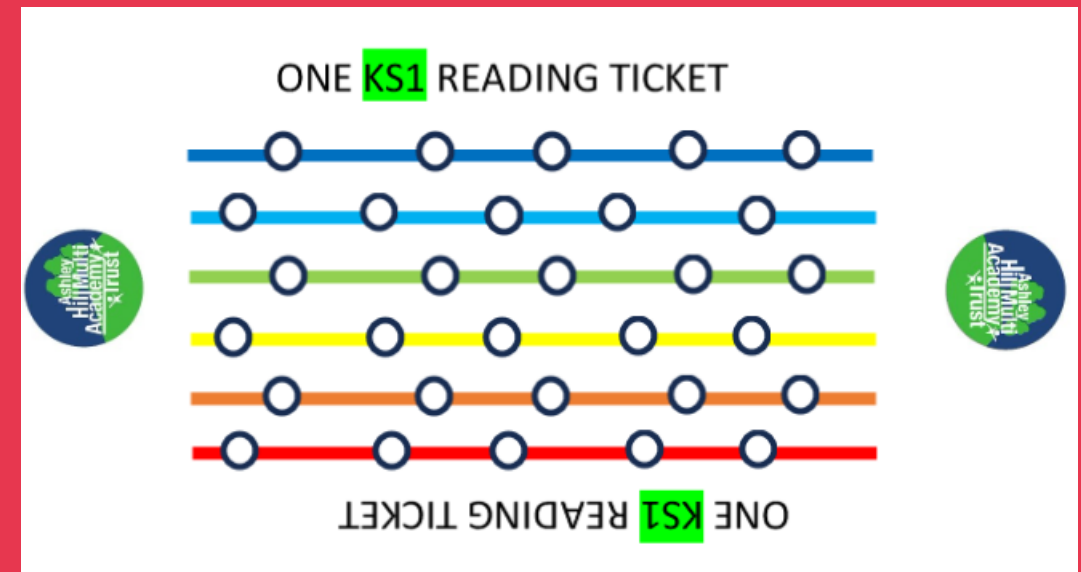
The Next 200 High Frequency Words

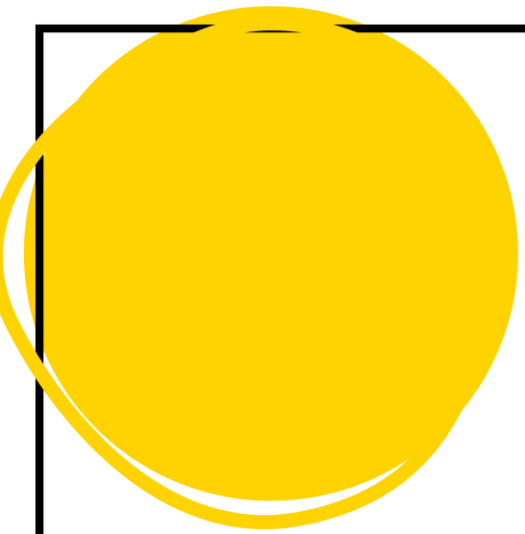
water	find	live	fun	better
away	more	say	place	hot
good	I'll	soon	mother	sun
want	round	night	sat	across
over	tree	narrator	boat	gone
how	magic	small	window	hard
did	shouted	car	sleep	floppy
man	us	couldn't	feet	really
going	other	three	morning	wind
where	food	head	queen	wish
would	fox	king	each	eggs
or	through	town	book	once
took	way	I've	its	please
school	been	around	green	thing
think	stop	every	different	stopped
home	must	garden	let	ever
who	red	fast	girl	miss
didn't	door	only	which	most
ran	right	many	inside	cold
know	sea	laughed	run	park
bear	these	let's	any	lived
can't	began	much	under	birds
again	boy	suddenly	hat	duck
cat	animals	told	snow	horse
long	never	another	air	rabbit
things	next	great	trees	white
new	first	why	bad	coming
after	work	cried	tea	he's
wanted	lots	keep	top	river
eat	need	room	eyes	liked
everyone	that's	last	fell	giant
our	baby	jumped	friends	looks
two	fish	because	box	use
has	gave	even	dark	along
yes	mouse	am	grandad	plants
play	something	before	there's	dragon
take	bed	gran	looking	pulled
thought	may	clothes	end	we're
dog	still	tell	than	fly
well	found	key	best	grow

- Common exception words are the same as red words. These cannot be decoded and must be learnt by sight.
- High frequency words are words that children will encounter in books frequently. Some might be decodable, others will not and are the same as 'red' words.
- Homophones are near homophones show words that sound the same but have different spellings and meanings.

- Reading Routes is a whole-school initiative which aims to diversify the children's reading by exposing them to a variety of genres.
- Once they have read 5 books from each genre 'line' on their ticket, they will receive a certificate.
- Children who complete their ticket will receive a special badge.
- Children may choose to bring home a book from Reading Routes, this is to be read alongside their school reading book.

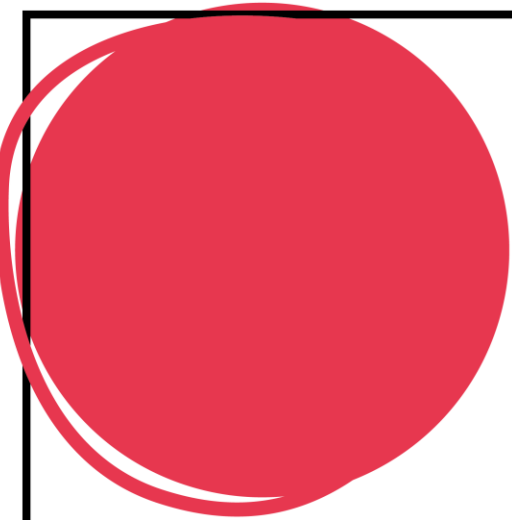
Reading Routes





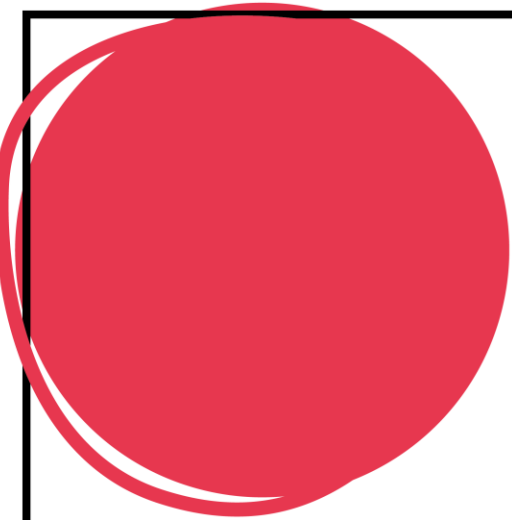
English

- Each day the children will become authors as they plan, create a front cover and spend time each day writing a page of their very own book!
 - Lessons follow the same format each day;
 - Fine Motor – finger warm up
 - Handwriting practice
 - Sentence Accuracy – holding a sentence in their head
 - Writing
- 



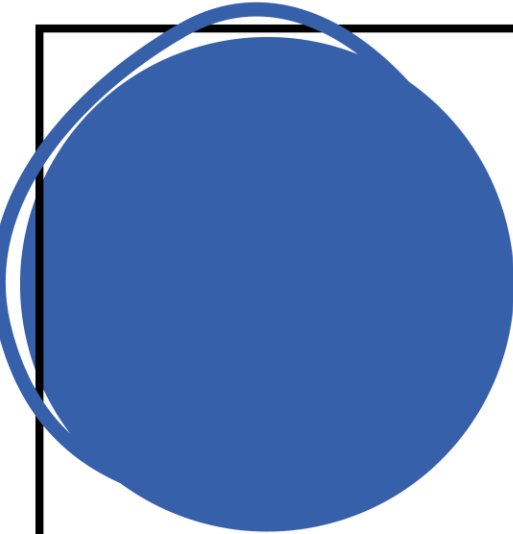
RWI Guided Reading

- Each day the children will participate in a selection of reading activities, either independently or with an adult.
 - The children will be split into groups according to their reading level and will read with an adult every day.
 - Activities will include spellings, word reading and independent reading amongst many more.
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Whole Class Reading

- Each day the children will have a whole class reading session which aims to promote a life-long love of reading.
 - This covers a wide variety of texts, such as poems, fiction and non-fiction texts.
 - The children are taught reading comprehension skills and strategies which will support their learning as they continue through school.
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Maths

- Each day the children will have a maths session, building upon their current mathematical knowledge to learn new skills and concepts.
 - Children will cover topics such as more complex addition and subtraction, simple fractions, multiplication and division, shapes and their properties, time and volume.
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School Rules

Be respectful.



Be responsible.



Be safe.



Behaviour

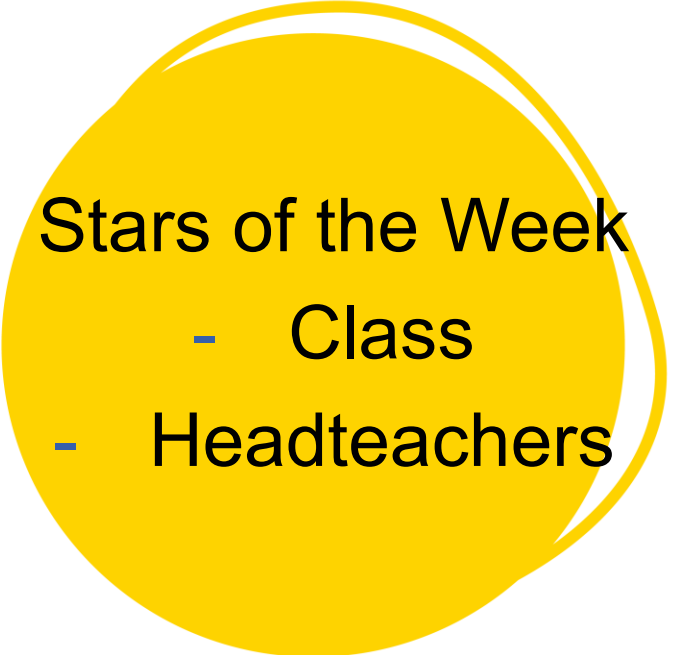
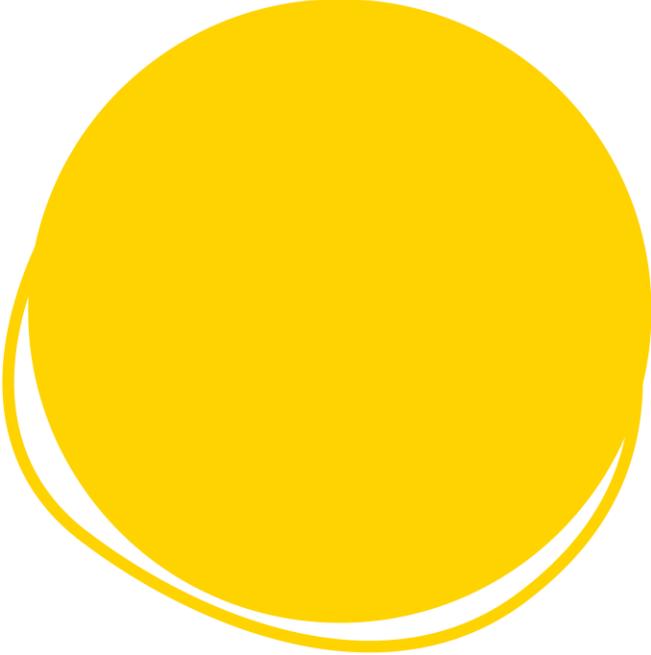
- We have a positive behaviour management ethos at Bisham which revolves around the three school rules.
- The children are reminded frequently of the rules, and what it looks like to be following the rules.

Rewards



Class Dojo
Star of the Day
Headteachers
award

Daily



Stars of the Week
- Class
- Headteachers

Weekly

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Communication

- Reading Record for daily messages
- Arrange a meeting through the school office
- Class page on the school website
- Newsletters
- Parent's evenings in October and January

Assessment

- Each half term the children complete a phonics assessment, this enables us to identify any gaps in their phonic knowledge and ensure they are on the correct reading books.
- At the end of each Maths unit, the children complete an informal end of unit assessment which also identifies any knowledge gaps
- Writing is assessed at the end of every 'book' the children create.

Pencil Cases

- Please ensure your child has their pencil case in school. These will be kept in school and sent home each term so that you can replenish as needed.
- They should include;
 - A writing pencil (HB)
 - A sketching pencil (B)
 - Sharpener
 - Glue stick
 - Whiteboard Pen
 - 30cm ruler
 - Scissors
 - Rubber
 - Colouring pencils (optional)

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PE Days are Tuesday and Friday

Children should come to school in their PE kit. Lessons this term will be outside, weather permitting, so please ensure they are dressed appropriately as the weather gets colder!

Homework

- Homework is uploaded to the class page of the school website at the beginning of each term.
- Homework is set on a Monday and is due a week later on Fridays.
- Spellings will also be uploaded to the class page, and these will be tested informally during our handwriting practice.



Any questions?