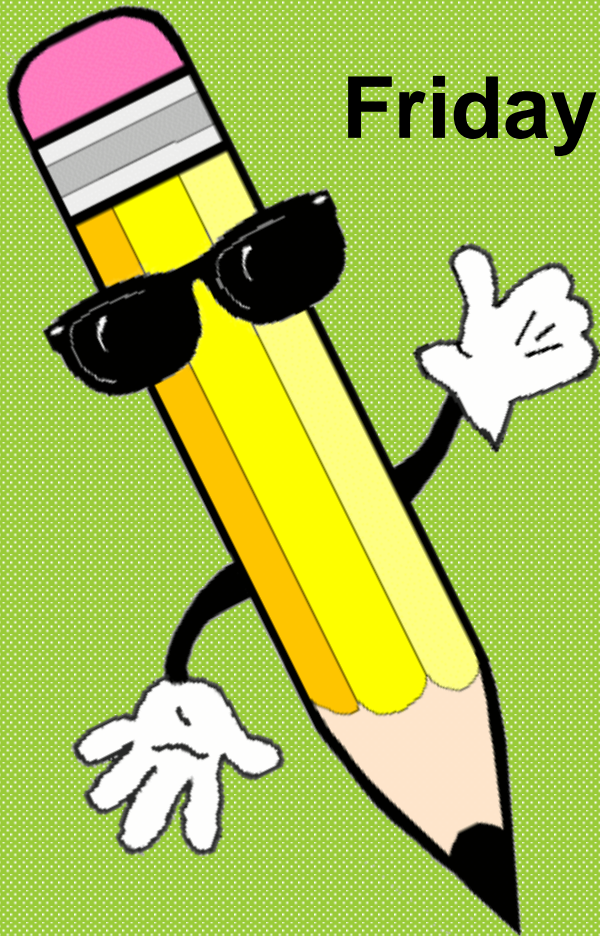
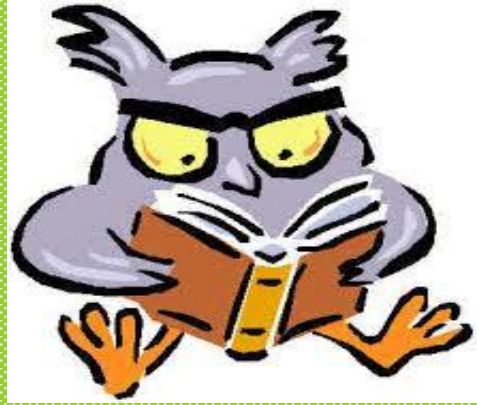


# Welcome to the KS1 English Workshop

**Friday 1<sup>st</sup> December 2017**





# The workshop aims to..

- Share the National expectations for year 1 and year 2.
- Provide information regarding how your children **develop** their early reading and writing skills from the Foundation Stage.
- Suggest ways to help your child can be supported at home.



# Reading Overview

## Year 1

- Identify which words appear again and again.
- Recognise & join in with predictable phrases.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Discuss significance of title & events.
- Read aloud with pace & expression, i.e. pause at full stop, raise voice for question.
- Recognise:
  - Capital letters
  - Full stops
  - Question marks
  - Exclamation marks
  - Ellipsis
- 

## Year 2

- Be Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency & expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes & events.
- Comment on structure of the text.
- Use commas, question marks & exclamation marks to vary expression.
- Read aloud with expression & intonation.

Recognise:

Commas in lists

Apostrophe (singular noun)

- Identify past/present tense and why the writer has used the tense.
- Use content and index to locate information.

# Writing Overview

## Year 1

- Write clearly demarcated sentences.
- Use 'and' to join ideas.
- Use conjunctions to join sentences (e.g. so, but).
- Use standard forms of verbs, e.g. go/went.
- Introduce use of:
  - Capital letters
  - Full stops
  - Question marks
  - Exclamation marks
- Use capital letters for names & personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative [as introduction to paragraphs].
- Use correct formation of lower case – finishing in right place.
- Use correct formation of capital letters.
- Use correct formation of digits.

## Year 2

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description & specification.
- Write using subordination (when, if, that, because) and coordination (or, and, but).
- Correct & consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct & consistent use of:
  - Capital letters
  - Full stops
  - Question marks
  - Exclamation marks
  - Use commas in a list
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal & horizontal strokes to join.

# Grammar and Punctuation Overview

## Year 1

- Leave spaces between words
- Joining words and joining clauses
- Begin to use punctuation: **C . ? !**
- Use capital letters for pronouns, people, places, the days of the week
- Use common plural & verb suffixes (ing, ed, er)
- Prefix – ‘un’

## Year 2

- Use sentences with different forms: statement, question, exclamation, command
- Use **C . ! ? , and ’**
- Use simple conjunctions
- Expand noun phrases
- Use present and past tenses consistently
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use some features of standard English



# Speaking & Listening Overview

## **Year 1**

**Speak and listen for a wide range of purposes in different contexts**

- 1. Speaking**
- 2. Listening and Responding**
- 3. Group discussion and interaction**
- 4. Drama**

**The children should:**

- Participate in discussion about what is read to them, taking turns and listening to what others say**
- Explain clearly their understanding of what is read to them**
- Read aloud their writing clearly enough to be heard by their peers and the teacher**
- Learning to appreciate rhymes and poems and to recite some by heart**

## **Year 2**

**Speak and listen for a wide range of purposes in different contexts**

- 1. Speaking**
- 2. Listening and Responding**
- 3. Group discussion and interaction**
- 4. Drama**

**The children should:**

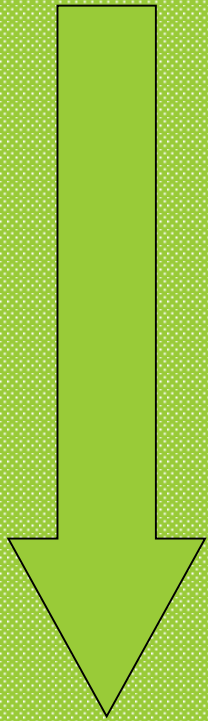
- Participate about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say**
- Explain and discuss their understanding of books poems and other material, both those that they listen to and those that they read for themselves**
- Read aloud what they have written with appropriate intonation to make the meaning clear**
- Continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear**

# Letters & Sounds

- Children in all years groups have discrete phonics sessions. In Year 1 these are daily. In year 2 this happens 3 times per week.
- These sessions include learning and recapping phonemes already taught. Learning how to blend sounds together to read a word and how to segment a word to then spell. Children are taught how to read and spell sight words (tricky words).
- Games

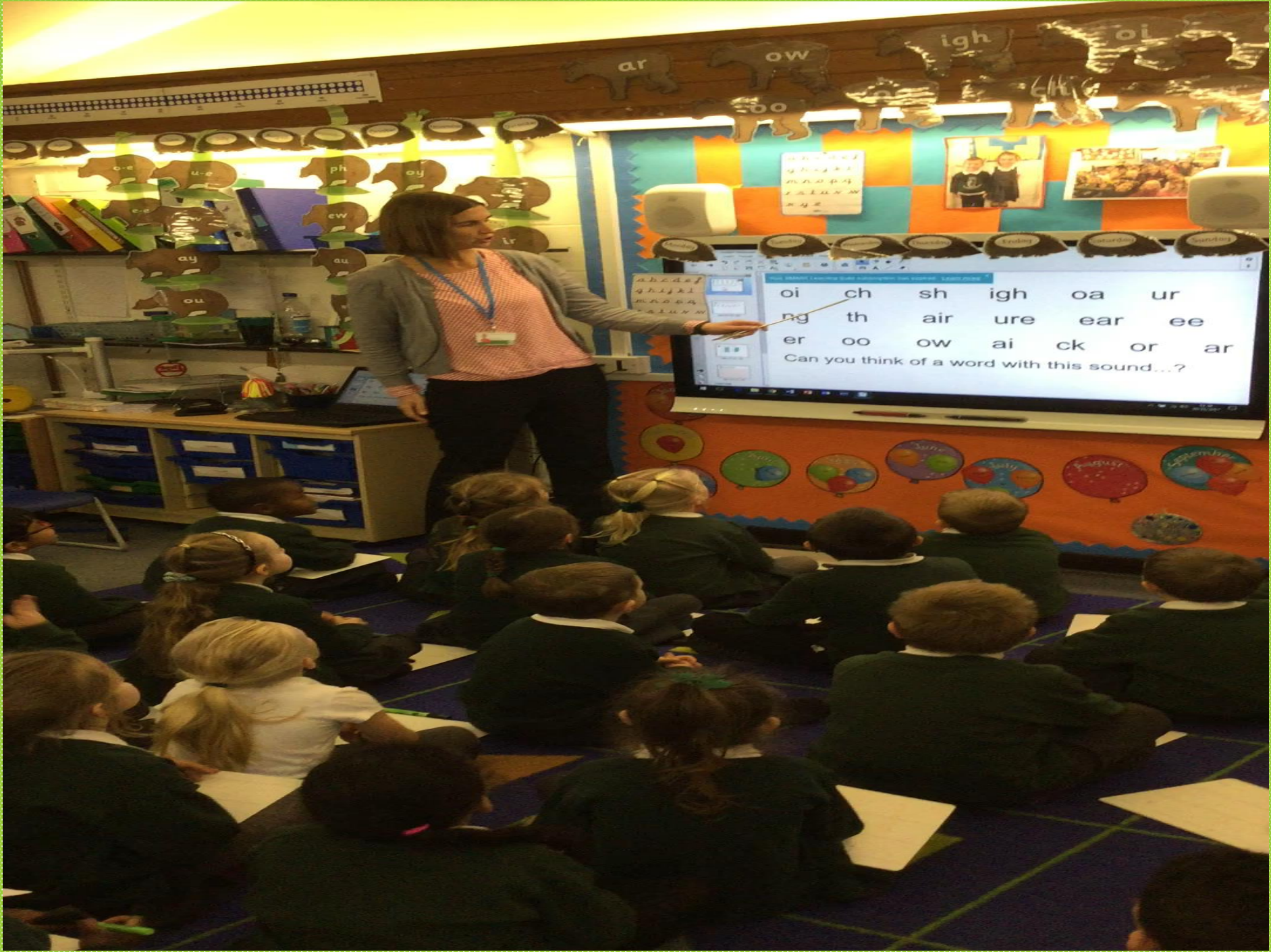


# Progression through the phases



- Phase 1** —————→ **Starts in Early Years settings and continues throughout Reception**
- Phase 2** —————→ **Starts in Reception (systematic teaching of phonics begins)**
- Phase 3** —————→ **Bulk of Reception teaching & learning (National expectation - secure by end of rec. year – not inc. summer born)**
- Phase 4** —————→ **Beginning of Year 1**
- Phase 5** —————→ **Year 1 (National expectations - secure by end of year)**
- Phase 6** —————→ **Year 2 (transition into spelling programme)**





oi ch sh igh oa ur  
ng th air ure ear ee  
er oo ow ai ck or ar  
Can you think of a word with this sound...?

# Definitions you may Hear

## *Digraph*

Two letters, which make one sound.

## *Trigraph*

Three letters, which make one sound.

## *Split Digraph*

A digraph in which the two letters are not adjacent (e.g. make)

a\_e

e\_e

i\_e

o\_e

u\_e

# Some more Definitions

## *Oral blending*

Hearing a series of spoken sounds and merging them together to make a spoken word – no text is used

*For example, when a teacher calls out 'b-u-s', the children say 'bus'*

This skill is usually taught before blending and reading printed words

## *Segmenting*

Identifying the individual sounds in a spoken word (e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word 'him'

# Segmenting

WORD	PHONEMES					
shelf	sh	e	l	f		
dress	d	r	e	ss		
think	th	i	n	k		
string	s	t	r	i	ng	
sprint	s	p	r	i	n	t
flick	f	l	i	ck		









# Games to Support at Home

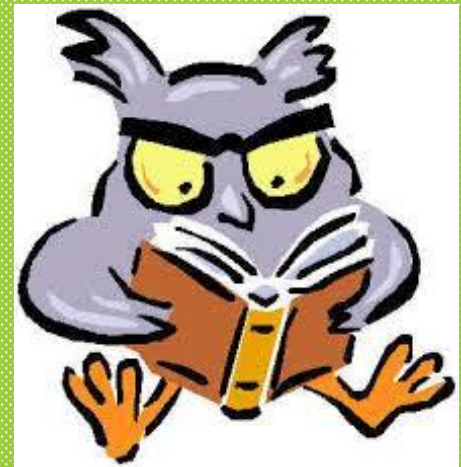
- [http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)
- [http://www.ictgames.com/phonemePopLS\\_v2.html](http://www.ictgames.com/phonemePopLS_v2.html)
- [http://www.kenttrustweb.org.uk/kentict/content/games/literacy\\_menu.swf](http://www.kenttrustweb.org.uk/kentict/content/games/literacy_menu.swf)
- <http://www.letters-and-sounds.com/>
- <http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>
- Bingo, magnetic letters, whiteboard and pen, letters in the sand/air, sound tubs



# Reading

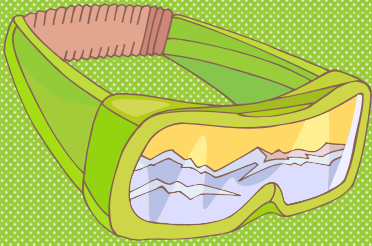
Children read throughout the school day.

- Phonics
- Reading corners
- Across the curriculum
- Games
- Reading with their teacher
- Library time
- ICT
- Story time



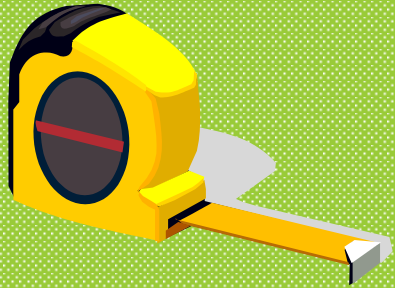
# Strategies for Reading

- Breaking words down into their individual sounds e.g. l – u – n – ch
- Using pictures cues
- Missing a word out, reading the rest of the sentence and then trying to put the missing word into context.
- Making a guess



Look at the pictures!

Break up the words into sounds! Sound it out!



Is it a long word or a little word?

Cut it out! Come back and have a go!



Use all your tools together!

# Guided Reading



- Focus on comprehension skills.
- Children read books from a special selection of guided reading packs.
- Each child in the group has a copy of the same text.



# Key strategies in Reading Comprehension

**predicting**



**Question making**



What?  
Where?  
Why?

**clarifying**



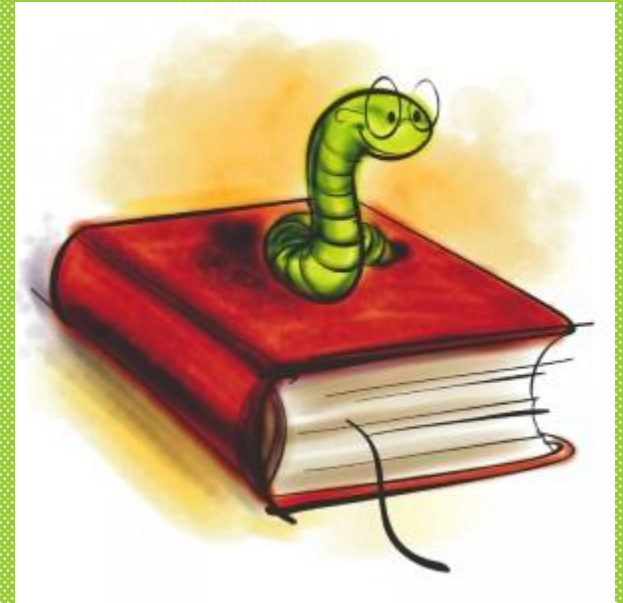
**Summarising**



# Some Tips for Enjoying Reading Together

Look at the cover of the book together.

- Where is the title? What does the title say? What pictures can you see?
- What do you think the book will be about? Is it fiction or non-fiction?



**Fiction** - Ask them to predict something about the story.

- **Fiction** – Ask further questions.

- **Non-Fiction** - Ask them to think what information they might find out

Turn the book over. Say: “The blurb is on the back cover. This tells us what the book is about.”

# How can Children be Supported at Home?

- Regular reading – different types of text – magazines, posters, comics, ICT texts, labels, signs, instructions, recipes
- Modelling - being a reader!
- Story time – regular sharing of stories
- Story maps/retelling stories/puppets
- Story reviews
- Characters/Drama
- Library



# Writing at School...



- In school we provide regular writing opportunities in both English lessons and across areas of the Curriculum in order for children to practise and develop their writing skills.
- We do this through providing high quality texts and modelling excellent writing and modelling skills. We also provide children with a purpose for writing.

# Talk 4 Writing Actions



**First**



**Next**



**After that...**



**Later on...**



**Finally...**



**Because...**



**So... / so that...**



**Therefore...**



**Furthermore**



**Additionally**



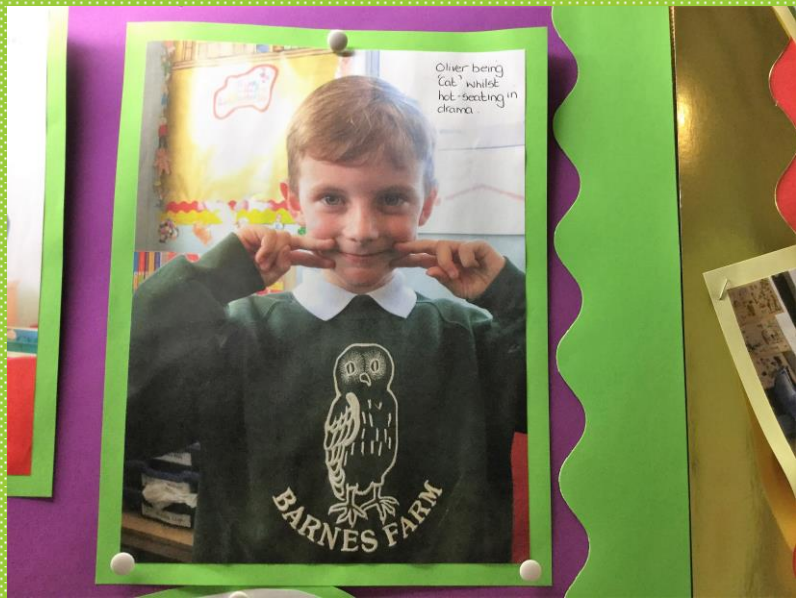
**For instance/example**



**Moreover**



# Talk 4 Writing



Early One morning Cat Bramble  
and Heron Went out to  
Seek there <sup>the</sup> future. First  
Crepad On the wall <sup>Cat</sup> unfortunately

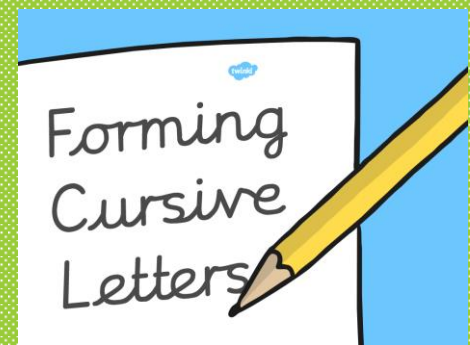
all She found was a  
Rusty old ~~fishbone~~. Next Bramble  
Slithered but all he found was a  
Rusty Old Pot. Finally Heron  
Spide a Pile of ~~shiny~~ Gold.

They hid the Gold and  
divded it in not One not  
two but three time's. First

Cat creped on the wall Unfortunately  
Mr mouse sneaked and took  
Cat's Gold. Next Heron <sup>Flew</sup>  
but unfortunately he saw  
his reflection in the water  
he thought it was his brother



# Handwriting



- In year 1 children will practise correctly formed and orientated letters, forming lower case letters in the correct direction, with clear ascenders and descenders. They will begin to learn how to join the letters in their name, before moving on to making horizontal and diagonal joins.
- In year 2, the children will begin to use the diagonal and horizontal strokes needed to join letters with increasing accuracy. The expectation is that most children should be joining all of their letters by the end of year two.

# How to Support Writing at Home

- Providing regular writing opportunities – birthday cards, shopping lists, thank you notes, invitations, songs, plays, stories, jokes, riddles etc.
- Having a purpose for writing is very important.
- Modelling writing is very important. Children will respond to seeing their grown ups as writers. Please ensure when you are modelling writing, that you write in the correct case and that you include punctuation.



Thank You for Listening