

Dear Parents,

Whilst some of our children are at home undertaking the remote learning. I have been thinking about you, as parents, and whether we could further support you with this.

Therefore, I have put together some, hopefully, helpful information and ideas for each of the core subjects - reading, phonics, English and Maths. Please be assured that this is meant in a supportive manner and will signpost you to some of the strategies we use at school when teaching the children. I hope that it will also give you a clear overview of the objectives and skills that are within your child's year group.

There is a quite a lot of content within this letter and is difficult to strike a balance between enough and too much information. So please only take what you find useful and helpful, but I hope that it will give you a greater understanding of the core curriculum for your child.

Reading together

When you read with your child try to:

- Use segmenting and blending to read unknown phonetically decodable words
- Use the pictures to help read an unfamiliar word or one which is not phonetically decodable
- Read around an unfamiliar word. For example read the sentence leaving out the unfamiliar word. Once finished think what word could it be so that the sentence makes sense.
- give colour to the characters using voices, for example when a character speaks, tone and pace
- discuss the things you're reading
- explain any new words and ask your child to say them out loud

You can make a story more interesting and help your child develop their understanding of a book by linking what you're reading to real life. For example, while reading about Cinderella going to the ball, talk about how a ball is similar to a birthday party.

Ask your child questions about what you're reading as you go. For example:

- ask some questions that only need a short answer, such as what colour something is, or the name of a character
- ask some questions that need a longer answer, such as how a character is feeling
- ask them to tell you what has happened in the story so far and what might happen next, See if they can explain why they think this

Phonics

Segmenting (breaking words into the separate phonemes) and blending (putting the phonemes back together to read the word) is the key competent within phonics.

When spelling words children will use the segmenting approach when trying to spell a word.

Another expectation of phonics is that they will apply their phonic knowledge to reading real and pseudo words. Whilst this may seem an unusual approach the pedagogy behind the reading of 'pseudo' words is the application of their phonic knowledge. When children are in Year 1 they have to complete the National Phonic screening which contains 40 words -20 real words and 20 pseudo/alien words. This is why when we teach phonics we do both real and pseudo words when segmenting and blending for reading.

Phonic teaching is split into phases and I thought it would be useful for you to see all the phonemes within each phase:

PHASE 2

In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but **in Phase 2, children focus on learning the 19 most common single letter sounds.**

By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and to spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.



PHASE 3

Phase 3 introduces children to the remaining, more difficult and/or less commonly used phonemes. There are around 25 of these mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/.

Alongside this, **children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'.** They learn the names of the letters, as well as the sounds they make. By the end, they should be able to say the sound made by most, or all, Phase 2 and 3 [graphemes](#), blend and read CVC words made from these graphemes, read 12 new tricky words and write letters correctly when given an example to copy.



PHASE 4

By now, children should be confident with each phoneme.

In Phase 4 phonics, children will, among other things:

- Practise reading and spelling CVCC words ('bump', 'nest', 'belt,' 'milk', etc)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences
- Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly.



PHASE 5

Phase 5 generally takes children the whole of Year 1.

Children learn new **graphemes** (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.

They should become quicker at blending, and start to do it silently.

They learn about split **digraphs** (the 'magic e') such as the a-e in 'name.'

They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'.

By the end of Year 1, children should be able to:

- Say the sound for any grapheme they are shown
- Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')
- Use their phonics knowledge to read and spell unfamiliar words of up to three **syllables**
- Read all of the 100 high frequency words, and be able to spell most of them
- Form letters correctly



Alongside the teaching of phonics the children are also taught key/tricky words which they need to read on sight and spell.

Phase 2 tricky words are – READ -the, to, I, no, go, into

Phase 3 tricky words are – READ- he, she, we, me, be, was, my, you, they, her, all, are

SPELL- the, to, I, no, go, into

Phase 4 tricky words are – READ - said, so, have, like, some, come, were, there, little, one, do, when, out, what

SPELL- he, she, we, me, be, was, my, you, her, they, all, are

Phase 5 tricky words- READ - oh, their, people, Mr, Mrs, looked, called, asked

SPELL - said, so, have, like, some, come, were, there, little, one, do, when,

Also at the end of phase 5 there is a list of 100 high frequency words which they should be able to read on sight and spell most of them accurately.

These words are below. I have also included these words broken down into the phonic phases. This has come directly from Letters and Sounds which is the programme/scheme all schools follow when teaching phonics.

100 high-frequency words (these include the tricky words the children are taught)

100 high-frequency words in order				
1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

Phase Two

Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Phase Three

Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

Phase Four

Decodable words

went
it's
from
children
just
help

Phase Five

Note that some of the words that were tri

Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	saw
house	very
about	put (<i>south</i>)
your	

The following table contains the next 200 high frequency words which the children should be able to read on sight and spell mostly accurately by the end of year 2.

Next 200 common words in order of frequency

This list is read down columns (i.e in the list, **water** is the most frequently used and **grow** is the least frequently used)

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

When reading or sharing book with your child, dependent on their phonic phrase, try to encourage your child to read these high frequency words on sight.

Writing

When the children write at school we encourage them to write independently using their phonics knowledge to spell unfamiliar phonetically decodable words, as well as the spelling of high frequency words (see above in the phonics section).

As part of the writing process we also teach the children punctuation and grammar. These skills are built on year on year.

I thought it would be helpful to share with you the skills within these areas which we would be working on with the children, dependent on their year group.

Year R

- To be able to write simple sentences that can be read by themselves and others.
- Begin to use a Capital letter and full stop

Year 1

- Leave spaces between words (we would normally say a finger space)
- Use joining words and clauses using 'and' in a sentence
- To punctuate sentences using a capital letter and a full stop.
- To use a question mark where appropriate
- Begin to use an exclamation mark where appropriate
- Use a capital letter for the names of people, places, and days of the week
- When writing the pronoun, I that it is written as a capital.

Year 2

- Using a wide range of punctuation correctly within their writing; Capital letter to begin a sentence, full stop to end a sentence, use a question mark where appropriate, exclamation Marks, commas for lists and apostrophes for contracted words e.g. don't
- Use a range of sentences within their writing; statements, questions, exclamations and commands
- Use an expanded noun phrase to describe for example the blue butterfly, a gigantic tree, a soft blanket
- Use the past and present tenses correctly and consistently.
- Use a range of words to join words and clauses together; when, if, that, or, because, or, but

When the children are writing they should be writing as independently as possible. So let your child have a go first and afterwards use a different colour pen to read through their work and edit any changes they want to make. This editing can be supported. When editing focus on; are the high frequency words spelt correctly? Check the punctuation? Does the writing make sense? Handwriting- are all letters formed correctly?

OR (to explain what we do at school)

At school we would use LIVE MARKING as the children are writing.

The teacher and TA will either work with groups or lap around the class work checking the children's work. If they see something that needs rectifying for example they are not using capital letters consistently, the teacher/ TA would intervene.

They would discuss with the child the skill that needs to improve and highlight that feedback has been given with a green speech bubble and what the feedback was in a simple form e.g. capital letters.

The child will then continue to write and the adult regularly checks that the child has responded to the feedback and is now getting the skill right. They will then add a green smiley face to show the child has responded to the feedback given.

Writing is a very difficult concept and involves using a number of different composition skills at the same time. Focus on developing and consolidating 1 or 2 skills each time and leave others on the back burner as such. When these are consistent add a new skill to work on.

This will allow children to develop their writing step by step and build up their composition skills over time.

MATHS

Maths is divided in to Number and Shape and space. Within this are a variety of topics like addition, subtraction, money etc.

The maths skills for each year group are;

Year R

Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Year 1

Number & Place Value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10
- given a number, identify 1 more and 1 less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Addition & Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including 0
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Multiplication & Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Fractions

- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

- time measure and begin to record the following:
- lengths and heights
- mass/weight
 - capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes

- sequence events in chronological order using language

- recognise and use language relating to dates, including days of the week, weeks, months and years

- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Properties of Shapes

- recognise and name common 2-D and 3-D shapes

Position and Direction

- describe position, directions and movements, including whole, half, quarter and three-quarter turns.

Year 2

Number & Place Value

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Addition & Subtraction

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

- **Multiplication & Division**

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot

solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

- **Fractions**

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

- **Measurement**

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- **Ma2/3.1e** solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- know the number of minutes in an hour and the number of hours in a day

Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Properties of Shapes

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes
- compare and sort common 2-D and 3-D shapes and everyday objects.

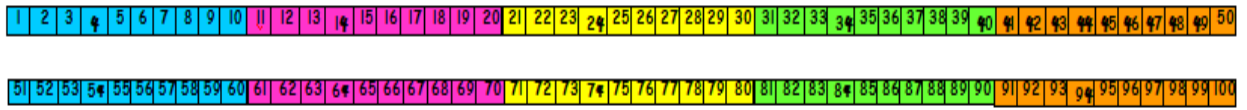
Position & Direction

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

In school we will cover these areas on a rolling programme so the children get the opportunity to revisit to ensure the skills are embedded.

When supporting your child at home with Maths;

- Ensure all numbers are written the right way round
- Encourage your child to use objects to help them add and subtract and multiply and divide
- Use jottings to help your child work out the answer for all 4 operations (drawings to represent the number)
- Play games which involve counting like snakes and ladders
- Use a number line or 100 square to help your child add and subtract.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Use the 100 square to count on in 2's and 5's and 10's
- Ask maths questions which encourage mental maths e.g how many chicken nuggets would you have for dinner if you had double? How many socks would you have if you 4 pairs? If I took 7 chips off your plate how many would you have?
If you go for a walk look at house numbers/bus numbers- What would be 5 more than the number 8 bus? What would be 4 less than the house number 54?

Whilst I know there is a considerable amount of information within this letter I hope you find some or all of it useful. Also that it helps you have a better picture of the core curriculum for your child.

Beverly Corbin- Headteacher