

## Reading KS1

Your child should read at home on a daily basis – ‘a little and often’ is a great way of improving fluency.



When reading at home please sign your child’s reading diary and indicate the pages that they have read – any comments would also be very welcome!

When meeting unfamiliar words, the children are encouraged to use a range of strategies:

- Stretching out the word and blending the sounds that they can hear e.g. ‘t-r-ai-n’.
- Chunking a word into smaller chunks e.g. ‘s-and-w-i-ch-es’.
- Thinking about a word that would make sense in the sentence.
- Using clues in the pictures.

The children are also encouraged to spot the punctuation (initially just full stops) and to begin to use this to develop their sense of expression – we love to hear different character voices too!

It’s a good idea to talk about the text as you read together, e.g. Why is Cinderella crying? Where is the wolf hiding? How do you think the story will end? This encourages the children to see the story as a whole and to develop an understanding of ‘beginning, middle and end’.

We want children to develop a love of reading. Please encourage them to read their own books or comics at home – maybe reading a bedtime story to younger siblings or their teddies! Many children also enjoy exploring their books on the Phonic’s Bug website. Each child is given their own user name and password to access this brilliant reading resource.

## Spelling and Grammar

Each week we explore the use of a spelling pattern in our phonic groups. Each phonic group investigates their spelling pattern through the week using a variety of reading and writing activities. We encourage the children to keep their 'spelling eyes' open and share any words that we have found in reading books or in the environment.

### What is phonics?

Phonics is how written letters and spoken sounds work together.

### What is a phoneme?

A 'phoneme' is a sound. There are about 44 sounds in English. Some are represented by one letter, like 't', and some by two or even three letters, like 'ck' as in 'duck' or 'air' as in 'ch air'.

### What is blending?

Blending is saying each of the sounds in the words and then joining them together to say the word. At St John's, we use our sound buttons and 'dot, dash, dive' hands to help us:

dot – each sound is represented by one letter

dash – a sound is represented by more than one letter

dive – the 'split digraph' at the end of the word changes the sound of the vowel. E.g 'hop' becomes 'hope'.

In Year 1 and 2 children receive their English homework on a Monday. This work will concentrate on the spelling focus for the week. Usually the children will be asked to apply their knowledge when writing sentences. Great effort with punctuation and word choices can earn extra house points!

A new Grammar objective is also explored each week. The children are encouraged to explore and apply grammar rules throughout the curriculum.

## Writing

Providing your child with pencils, rubbers, paper, note books etc can encourage them to write and to see it as a fun activity! Give lots of praise when you notice that your child has used capital letters, full stops, exclamation marks, question marks or apostrophes correctly. As they mature, they may enjoy writing their own stories or poems – they could always bring these to school to share with their friends.

There are some phrases that we use at school that are also useful to know:

- Try to use **adjectives** in your writing, including **noun phrases** adds colour and interest to your sentences.

E.g. The *happy* dog jumped into the *deep, cold* river.

- Use **joining words** (such as 'and, but, so, because') to link your ideas together.

E.g. The happy dog jumped into the river *because* he was feeling very hot.

- Adding an **adverb** to a sentence is another great way of adding detail (these are words that describe 'how' a verb is carried out and often end in '-ly')

E.g. The happy dog *excitedly* jumped into the deep, cold river.