



CHILTON FOLIAT PRIMARY SCHOOL

# Key Stage 1 Year 1 and Year 2

## Support for Home Learning Information Pack

**Phonics and Reading,  
Maths and Writing**

With thankfulness, courage and love, we strive to improve heart and mind

Jesus said, "Everyone who drinks of this water will be thirsty again, but whoever drinks the water I give him will never thirst". John 4:13



CHILTON FOLIAT PRIMARY SCHOOL

# Phonics and Reading

## In Key Stage 1

## Year 1 and Year 2



**Helping your child with phonics and reading at home**

### Introduction

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## CHILTON FOLIAT PRIMARY SCHOOL

### Reading Decodable Books

Children are encouraged to read at home every day. Research shows that children who read daily develop reading fluency at a more rapid rate and become more confident writers. Building a positive partnership between home and school is essential in developing confident young readers. As they learn the building blocks to read at school, so they practise being amazing readers and storytellers at home.

- The books that children take home are fully decodable, and are closely matched to their developing phonic level and to the Unlocking Letters and Sounds phonics programme.
- It is important that the books are fully decodable, not highly decodable or with 'challenging words' and that each book is clear about which GPCs (Grapheme/Phoneme Correspondence) it is practising.
- To ensure there are fully decodable books that precisely match our progression on a week-by-week basis, we use the **Reading Stars Phonics and Big Cat for Letters and Sounds** programme to support the **Unlocking Letters and Sounds Phonics programme**.
- The order of books used for practice, both at home and at school, match the teaching of GPCs. For example, if a child is learning Phase 3, they should not be taking home books containing split digraphs, as these are not taught until Phase 5.
- Children will be reading fully decodable books at 90% fluency in class and at 95% fluency for home reading.

### What's in your book bag?

#### A Wallet with Letter Tiles

The letter tiles mirror the sounds that are being taught in class. A timetable for introducing the sounds will be sent home at the beginning of each term. Don't be tempted to race ahead as the sounds are built up over time and jumping ahead could cause confusion or cognitive overload.

Oral blending is also a key part of the process of learning to read and should be practiced regularly. You can support your child with this by sound talking everyday phrases such as "time to get your c-oa-t" or "Do you want j-a-m on your t-oa-s-t?" or playing a game such as "Simple Simon says touch your ch-i-n, stand on one l-e-g, s-i-t down."

Once oral blending is mastered you can try making some words with the letter tiles. Ask your child to point to each letter and say the sound then read the whole word. You may need to support your child initially with this, by saying a whole word for them.

Please click on the link below for further information from Unlocking Letters and Sounds.

### [Phonics information session for parents](#)

#### A Reading Book

Once your child can say the sounds for s, a, t, p, i, n, m, d and has mastered oral blending they will bring home a school reading book.

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## CHILTON FOLIAT PRIMARY SCHOOL

In **Reception and Year 1**, the children will have one or two decodable books to take home per week. The fully decodable book will be matched to your child's current secure knowledge and understanding of GPCs. They are encouraged to read this book multiple times (at least three) to develop skills in blending, word recognition, fluency, prosody, inference and comprehension.

This will continue in **Year 2** until they reach the point where they no longer need a fully decodable book. This is the point when they have mastered all the above skills and are considered fluent readers.

Click on the links for Common Exception Words we learn to read in Reception: -

[Phase 2 CEW](#)

[Phase 3 CEW](#)

[Phase 4 CEW](#)

Click on the link for Common Exception Words we learn to read in Year 1: -

[Phase 5 CEW](#)

### A Reading Record

The reading log should be completed every time you hear your child read a schoolbook, practice his/her letter tiles, or play a reading game. It must always be dated, the title of the book or activity recorded, and a short comment included. The comment should then be signed or initialed by the adult. You can also use the reading log to ask for support and we will sometimes use it to comment on progress or set a reading target.

Examples of reading log entries:

5.10.22	Practised letter tiles s, a, t, p, i, n.	Anna read all the letter tiles confidently and at speed. LJ
6.10.22	Used letter tiles to make words sat, pin, pan, tin, pit	Sam read all the letter sounds but found blending to read the whole word tricky. LJ
7.10.22	Read Pat a Pan	Began to blend more confidently. Enjoyed talking about the story. LJ

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## CHILTON FOLIAT PRIMARY SCHOOL

### Celebrating our love of reading – Reading Award Scheme

The school has a Reading Award system which allows the pupils to earn rewards for reading regularly at home. Each time your child's reading is recorded he/she will earn a point. These points are collected and over time will enable your child to earn rewards.

- 📖 30 Reads – Peacock bookmark
- 📖 70 Reads – Bronze Certificate
- 📖 120 Reads – Silver Certificate
- 📖 180 Reads – Gold Certificate
- 📖 250 Reads – A book
- 📖 320 Reads – Emerald Bookmark
- 📖 400 Reads – Ruby Bookmark
- 📖 500 Reads – A book

Reading awards will be handed out at our weekly Celebration Assembly and parents will be notified in advance if their child is due for an award.

### Reading with your Child at Home

It is our expectation that you will hear your child read or practice his/her letter tiles every day. Sessions should be short (around 10-15 minutes) so that focus can be maintained.

#### First Read

Talk about the book cover and the title. Ask "What do you think this book will be about?" Then carry out a pre-read. In the front of most books there are letter sounds to practice and words to read before beginning the book. Ask your child to complete these so that they can read them confidently when they meet them in the book. Then read the words to your child under "Check your understanding". Your child is now ready to begin reading the book and this first read is all about decoding. As your child decodes the words, draw their attention to any words that are repeated or were met at the front of the book. Can they remember these words without needing to sound them out again?

#### Second Read

Ask your child if they can remember what the book was about. Recall any words that were tricky last time. Ask your child to read the book again, reading as many words as they can without sounding out (this will increase over time.) At the end of reading, use the back of the book (some but not all books have this section) to ask your child the comprehension questions, looking back through the book if needed. If no specific comprehension questions are included, then talk about the story or content of the book.

#### Third Read - Reading with Prosody

Prosodic reading, or reading with expression, is widely considered to be one of the hallmarks of the achievement of reading fluency. When a child is reading prosodically, they will add expression and intonation, use pauses or character voices effectively and will read with good pace. In effect, they will be reading as a storyteller.

A video to support parents with reading at

home: <https://www.youtube.com/watch?v=Hhu3xeNq3Kg>

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## CHILTON FOLIAT PRIMARY SCHOOL

### Reading to your child and promoting the love of reading

Don't forget that it is also extremely important to read stories to your child as this is where they will learn new vocabulary, how to change their voice, to ask questions or to become a character in a favourite book. Have fun and enjoy the shared experience of reading with pleasure together.



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CHILTON FOLIAT PRIMARY SCHOOL



# Maths

## in Key Stage 1

## Year 1 and 2



**Helping your child with maths at home**

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## CHILTON FOLIAT PRIMARY SCHOOL

This booklet is intended as a brief introduction to the Mathematics National Curriculum and a guide for some activities you could do to support your child at home. Children learn in different ways and at different rates, so the most important thing is that you are giving them opportunities to hear and use mathematical language every day at home in practical and purposeful ways.

# 1 2 3 4 5 6 7 8 9 10

Parents play a vital role in children's mathematical development. Many key skills can be supported at home through everyday activities such as: telling the time, weighing for cooking, measuring for craft and DIY, using money and playing board games. Many of these skills are 'real life' maths that we use every day, and are more effectively learned in the setting in which we use.



### Maths in the kitchen

Can you find me three big potatoes?  
Put a biscuit on each plate. How many do you need?  
Can you find a bigger plate to put the cake on?  
Did we need more or less flour than sugar?



### Maths at the shops

Can you put 5 apples in the bag?  
How many carrots did we write on the shopping list?  
How much is the loaf of bread?  
What shape is that block of cheese?  
How much money do you have for your treat?  
Is your bag heavier/lighter than mine?



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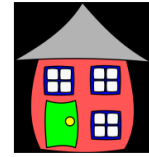
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## CHILTON FOLIAT PRIMARY SCHOOL

### Maths in the house

Count how long it takes you to get dressed/brush your teeth.  
Countdown to special events using a calendar.  
Knowing when your birthday is.  
Counting pocket money.  
Point numerals out on clothes and toys.  
Counting tins in the cupboard.  
Looking at shapes in the environment.



### Maths in the garden

How many seeds/bulbs are for this hole?  
Use language tall/tallest and short/shortest to talk about trees and plants.  
Is this hole big enough for plants?  
What shapes can you see on the fence?  
Collect things and count how many you have.



### Maths on a trip out

What numbers can you see on the doors/buses?  
Can you count how many steps we had to go up?  
What shapes can you see on that building?  
Tally how many red cars you see.  
What time did we want to go to the park? What time is it now?



### Some useful websites

For children

Games for the computer:

<http://www.topmarks.co.uk/maths-games/3-5-years/counting>

<http://www.maths-games.org/>

<http://www.crickweb.co.uk/Early-Years.html>

Apps:

Busythings- Feed the Monkey (*counting*)

Busythings- Busy bundle 1

Motion Math: Hungry Fish (*Addition and Subtraction*)

Maths age, 3-5 and Maths, age 4-6 (*Mixture of activities*)

Songs:

**Counting to 20-** <https://www.youtube.com/watch?v=Aq4UAss33qA>

**Positional language-** <https://www.youtube.com/watch?v=idJYhj6yWTU>

**2d shapes-** <https://www.youtube.com/watch?v=pfRuLS-Vnjs>

**3d shapes-** <https://www.youtube.com/watch?v=2cg-Uc556-Q>

**Doubles-** <https://www.youtube.com/watch?v=e-KTHfrFit0>

**One less-** <https://www.youtube.com/watch?v=9qIAhEtK13M>

Five little ducks went swimming one day

Ten green bottles standing in a row

Five little speckled frogs

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## CHILTON FOLIAT PRIMARY SCHOOL

### Maths Homework – Some top tips!

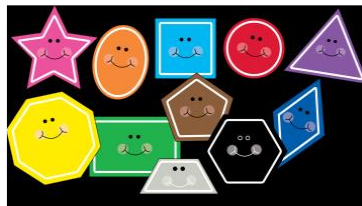
Maths homework must be completed in pencil. Check that digits are correctly formed and orientated.

Much of the maths homework will be worksheet based. It is designed to practice what has been learnt in class.

The models and representations for numbers are shown in the Chilton Foliat Primary School Calculation Policy. Practical supporting materials can be found around the house to aid calculation. We use concrete materials in class, but these can easily be replicated using pasta or objects such as small toys.

[Star-hundred-square](#)

**Please do not hesitate to speak to any of the adults in your child's class if you would like any further ideas or advice.**



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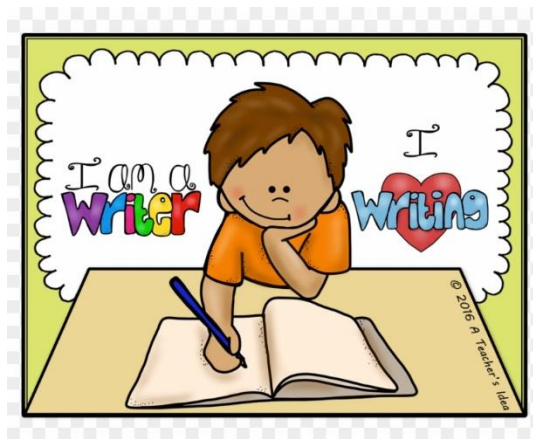


CHILTON FOLIAT PRIMARY SCHOOL

# English Writing

## in Key Stage 1

## Year 1 and 2



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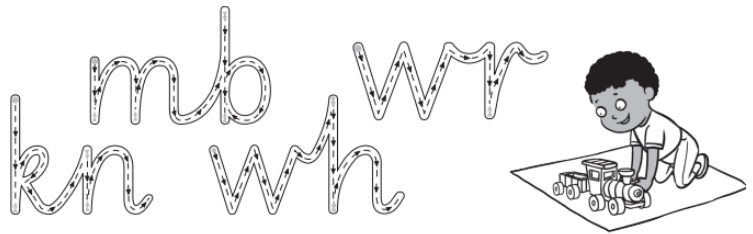
## CHILTON FOLIAT PRIMARY SCHOOL

### Handwriting



Handwriting is taught as a discrete subject using the Oxford Owl Nelson Handwriting scheme. Nelson Handwriting is a whole-school programme designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations.

The programme includes resources for pattern practice and motor skills, fun activities to bring handwriting to life and we use our online subscription to help implement the programme in class.



When you are helping your child **practice** their handwriting at home:

#### Make practicing fun

Offer your child a special pencil or a rainbow of coloured ones. Don't just give words to copy. Try simple word puzzles, anagrams, a game of hangman, or ask your child to brainstorm lists around a theme to give writing practice a purpose.

#### Encourage drawing and puzzle games

In order to develop the physical requirements of writing — holding a pencil correctly, posture, control, dexterity, coordination — the more time your child spends manipulating objects, the better. Even using cutlery can help him develop his fine-motor skills.

#### Writing outside the box

A foggy mirror, patch of mud, or bowl of leftover sauce make great surfaces. Whether your child's practicing with their fingers, a stick, or a pencil, inspiring creativity will lend appeal to writing.

#### Writing - General Presentation

- All homework is to be completed in writing pencil
- Any colouring is to be in colouring pencil unless otherwise stated
- Attention should be paid to accurate letter formation
- Use "finger" spaces between words
- 

Use this online guide to support your child further.

[Unlocking Letters and Sounds – Actions, Images and Handwriting Phase 2](#)

#### Grammar and Punctuation

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- Capital letters are used to begin sentences and for proper nouns (names)
- Use full stops, question marks and exclamation marks to end sentences, as appropriate to the sentence type and stage of learning. Commas are introduced to be used in lists in Year 1
- Use singular and plural nouns and matching verbs to match the meaning and be grammatically correct
- Write in the correct tense – present or past tense according to the task
- Check that writing makes sense by reading it back. Ask whether it would be the English seen in a printed book.

### Spelling

Each year group has a list of Common Exception Words, which children are expected to write with increasing accuracy over the course of the year. A list of these is provided.

[Phase 3 sound mat](#)

[Phase 5 sound mat](#)

Words we learn to spell in Year 1

[Spellings in Year 1](#)

Words we learn to spell in Year 2

[Spellings in Year 2](#)

### Glossary of terms for writing

- Nouns – words that name things (example: car, boy, house etc)
- Proper nouns – for names of people, countries etc, that require capital letters (example: Africa, Ben)
- Verbs – action/doing words (example: run, running, ran)
- Adjectives – words that describe nouns (example: beautiful, blue sky)
- Adverbs – to describe verbs – how something is done (example: slowly, quickly, fast, gently)
- Noun phrase - a small group of words which contains a noun but doesn't contain a verb (example: a warm, dry day).



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