

# Reading

## Guided reading.

This is carried out daily where children read in a group of children at the same reading ability. They have opportunities to read both with an adult and independently. This is to encourage taught skills to be applied when reading for pleasure. Children complete a range of tasks based upon texts they have read to demonstrate understanding.

To find out more about the teaching of phonics and its importance for early reading [click here](#).



'The more that you read, the more things you will know...

The more that you learn, the more places you'll go!'

(True words from Dr Seuss)

## Reading interventions.

Interventions are in place for children who require extra support for reading. Smaller group sizes and one to one sessions are available to enable children to gain increased confidence.

## Reading comprehension

We have a focussed session every week whereby children respond in detail to a text they have read. We cover a range of text styles and teach children how to interpret language used. Teacher modelling is stronger at the beginning of the year, and as we progress children to apply these skills independently.

# Phase 5

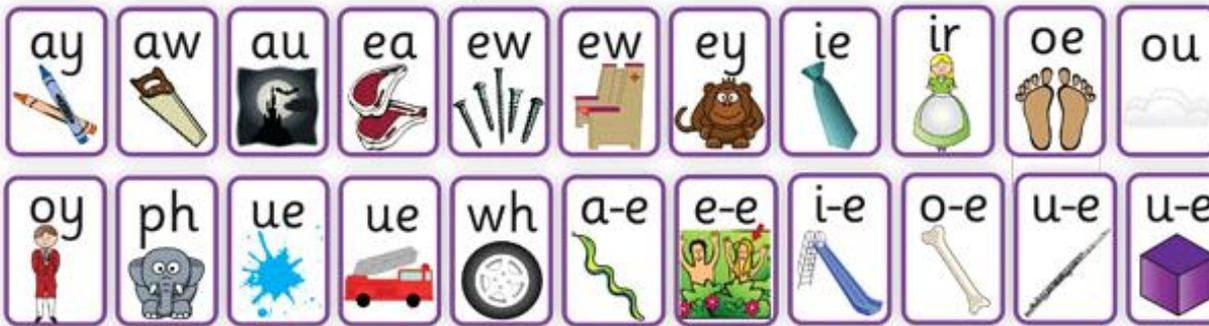
Children are given the opportunity to learn alternative spellings and pronunciations for sounds they have previously learnt in phase 3 and 4. Children may learn one or two new sounds a week and then these are referred back to in daily sessions. Children through phase 5 will be given a new set of tricky words which they cannot blend using the skills they have been taught.



## Phase 5 tricky words

- people
- should
- could
- asked
- called
- little
- Mr
- Mrs

## My phase 5 sounds card



# Phase 6



Phase 6 is the final stage of the process to teaching phonics. Within phase 6 children will look at prefixes and suffixes and how they can change the meaning of words. The children will be introduced to spelling patterns in words and how to change words into the past tense.

## Prefixes

**re** – e.g **reunite**

**dis** – e.g **disallow**

**un** – e.g **unhappy**

**mis** – e.g **misunderstand**

## Suffixes

**ful** – e.g **joyful**

**ness** – e.g **happiness**

**tion** – e.g **celebration** (drop e)

**ing** – e.g **skipping** (double consonant when short vowel comes before)

**ed** – e.g **hopped** (double consonant when short vowel comes before)

**ly** – e.g **happily** (change 'y' to an

**est** – e.g **richest**

# Writing

Children within year two are taught in groups which reflect their ability. This enables the teaching to be tailored more specifically to their needs. Within writing sessions children are given the opportunity to complete work that is related to the current topic. We teach key skills in small steps to enable children to apply them to their independent writing. The main styles of which are shown below.

Click here  
to find out  
about more  
key skills  
we work  
on.

The main styles of writing we cover are:

- Story writing
- Non-fiction report
- Letters
- Diary
- character descriptions
- Poems...



These are some texts which inspire our work...

- The Gruffalo (Julia Donaldson)
- The Katie Morag stories (Mairi Hedderwick)
- Little Red Riding Hood
- The Paper Bag Princess

An example of how we build our writing around a topic...

A diary in the life of a soldier/ Florence Nightingale during the Crimean war. ( Guts and Gore topic)

## Punctuation

- Capital letters and full stops (including capital for name of person or place.)
- Finger spaces between words
- Commas
- Question marks and exclamation marks
- Speech marks when appropriate.

## Adjectives/interesting words

(wow words) to make our writing exciting e.g The girl was walking through the woods becomes... The **little** girl was walking through **the deep dark** woods when suddenly...



# Key Writing Skills

**Connectives** to link parts of a sentence e.g. The little boy ran outside – The little boy ran outside **because** he saw a rainbow.

Some examples of connectives:

- but
- so
- because
- however
- also

## Sentence starters

- One beautiful Spring morning...
- As I walked through...
- Suddenly...
- Without warning...
- All of a sudden...
- First...
- After a while...
- Then...
- Finally...

## Handwriting

We practise handwriting every week and encourage children to form letters correctly and sit their writing on the line. Handwriting practise will be sent out with the children's targets.

	Have you used <b>full stops</b> correctly?
	Have you used <b>capital letters</b> at the start of your sentences?
	Does your sentence have <b>finger spaces</b> ?
	Are all your letters the <b>right way round</b> ?
	Does it <b>make sense</b> ?
	Have you used <b>interesting words</b> ?
	Have you used <b>connectives</b> ?

Copyright www.bps.co.uk

Children are encouraged to use these skills independently.

# Maths:

Children within year two are taught in groups which reflect their ability. This enables the teaching to be tailored more specifically to their needs. Within Numeracy sessions children are given the opportunity to complete work that is related to the current topic. We teach key skills in small steps to enable children to apply them independently in solving problems. The main styles of which are shown below.

These are the four main areas in the teaching of maths.

## Using and applying.

Solving problems using everyday events. E.g paying for items in the supermarket.

## Number.

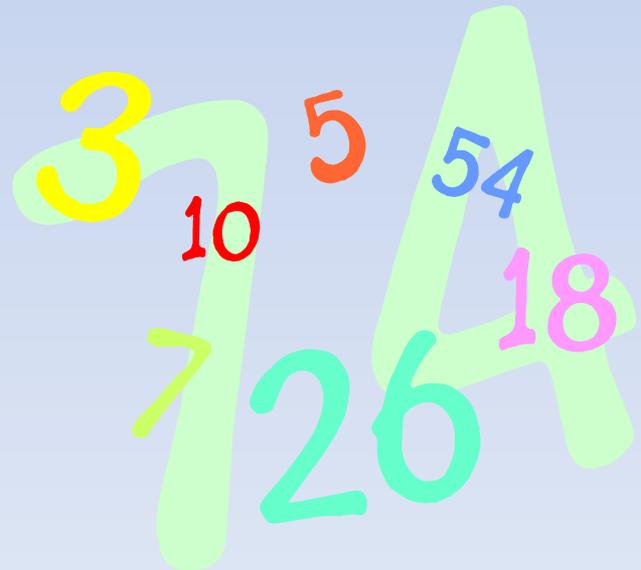
Knowing and using number facts.  
E.g place value and number bonds.  
(see key skills page)

## Shape, space and measure

Understanding properties of 2 and 3d shapes. weight, length, capacity and time.

## Data Handling

Interpreting information displayed in tables etc. Collecting and displaying data in bar charts, tally charts, pictograms....



# Key maths skills

## Counting skills.

- Counting in 2's, 5's 10's.
- Place value up to 100/1000
  - 2 x tables
  - 5 x tables
  - 10 tables
- Number bonds. e.g  $4+6=10$
- Odd and even numbers.
- Sharing objects into equal groups (division)
  - Rounding to the nearest 10.
- Examples of the above skills will be sent out with targets as appropriate.

2 Times Table		
0	x 2	= 0
1	x 2	= 2
2	x 2	= 4
3	x 2	= 6
4	x 2	= 8
5	x 2	= 10
6	x 2	= 12
7	x 2	= 14
8	x 2	= 16
9	x 2	= 18
10	x 2	= 20
11	x 2	= 22
12	x 2	= 24

## Problem solving.

Children will apply key skills taught during a week to a word problem . They are taught to pick out important information from the question. An example is shown below.

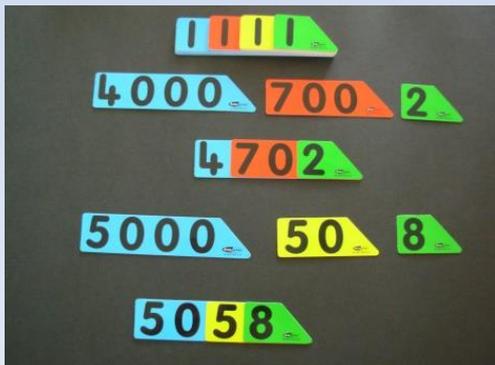
There are **3** apples in **a bag**.

Mrs Pullen buys 4 bags of apples.

How many apples does she have **altogether**?

$$3 \text{ lots of } 4 = 12$$

$$3 \times 4 = 12$$



## Useful websites:

<http://www.bbc.co.uk/bitesize/ks1/maths/>

<http://www.ictgames.com/resources.html>

<http://www.topmarks.co.uk/interactive.aspx?cat=8>