

# Highweek Primary School

## Year 1 & 2 Parent Handbook



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# Welcome to Year 1 & 2!

At Highweek Primary School, we believe in *laying the foundations of lifelong learning*. We establish and enforce this through an exciting and rich curriculum of learning which focuses on building upon attitudes, skills and knowledge in each year group. Our full curriculum and progression of knowledge and skills documents for each subject can be found here

<https://www.highweekprimary.co.uk/learning> .

In Year 1 & 2, children have a daily maths and English lesson as well as a rich and varied wider curriculum. Each term, parents will receive a curriculum map, detailing what your child will be learning about in the term. Our engaging curriculum is supported by exceptional personal opportunities including visitors, trips, 11 before 11\* experiences, clubs and more. We also continue with the Early Years Continuous Provision style approach which we call 'Discovery Time'. This allows children to explore and 'discover' in a more self-directed and independent way, whilst ensuring that the activities meet the KS1 curriculum requirements.

Throughout the year, teachers will assess the academic progress of all pupils in their class in-line with the national curriculum and will record this during assessment weeks.

**If you have any concerns or questions about your child's progress, please contact Miss Charlie Ridge (KS1 Phase Leader)**

[cridge@highweekprimary.co.uk](mailto:cridge@highweekprimary.co.uk)

\*11 before 11: we aim to provide each pupil with 11 exceptional experiences which will challenge and inspire our children before they leave us at 11 years old.



# Reading

At Highweek Primary School, our aim is to develop an ethos of reading for pleasure whilst teaching our children the skills that will enable a lifelong enjoyment of books and learning. We recognise the importance of reading from a young age as it underpins every part of the curriculum. Children who enjoy reading are able to access learning in every area, and can make progress in all subjects. Engaging in reading with your children at home will assist in installing this within them.

To read more about our intent for reading at Highweek, please visit <https://www.highweekprimary.co.uk/phonics-reading>

## Read Write Inc.

At Highweek, learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We have chosen to follow the Read Write Inc phonics scheme to teach children to read. Below is some important information about the scheme.



### **How will my child be taught to read?**

We start by teaching phonics to the children in the Reception class. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are.

The children also practise reading (and spelling) what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'.

The children practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they *can* read and this does wonders for their confidence. The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.



### **How will I know how well my child is doing?**

We will always let you know how well your child is doing.

We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her.

Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

We also use a reading test so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country.

### **How long will it take to learn to read well?**

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age. In Year 3 we concentrate more on helping children to understand what they are reading, although this work begins very early on. This happens when the teacher reads to the children and also when the children read their own story book.

### **What if he or she finds it difficult to learn to read?**

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an

adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this. Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. At our meeting, we will explain how you can help your child to do this.

### Reading at home

#### **What can I do to help? Is there anything that I shouldn't do?**

Each week, your child will bring home the reading book that they have read throughout the week. Read with your child and help them to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds. You can hear how to say the sounds correctly at this link:

<https://ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>



We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family. You can find out about good stories to read to your child here:

<https://www.facebook.com/miskin.education>

Reading underpins the rest of the curriculum and can make a remarkable difference in your child's learning attainment. We encourage children to read daily at home. Please support your child by listening to them read as frequently as possible, and support their developing comprehension skills by asking questions while they are reading. In the back of each RWI book you will find comprehension questions to ask your child, to check their understanding of what they have read.

# Phonics Screening Check

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. If your child didn't quite pass their test in Year 1 then they will be required to sit the test the following year, in Year 2.

The Phonics Screening Check is a booklet containing 40 words made up of all of the sounds that the children access in the first 3 years of their schooling. 20 of these words are real words. 20 of the words are 'nonsense words', words that are made up but check the children's ability to decode using the sounds that they have learnt.

The children practise this process many times throughout the year. Nearer the time, we will host a Phonics Screening Check meeting to give you more information.

We will talk to you about how well your child has done, and especially if we have any worries at all.





# Writing

## Handwriting

As part of the RWI program, children are taught how to form each letter correctly. This is in line with the Nelson Handwriting scheme. The children learn a short rhyme to help them when practising their letter formation. Please see these stories below:



**My Sound Mat**

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
								
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

By the end of Year 2, all children should be able to form all letters correctly, starting and finishing in the correct place and forming the letters in an appropriate size. Some Year 2 children will begin to develop their joined-up handwriting, but it is vital that children don't begin this process until they can demonstrate that they can confidently form all letters correctly.

Handwriting is modelled by the teacher and is developed through discrete handwriting sessions.



## The writing curriculum

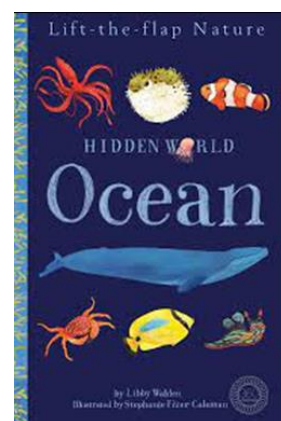
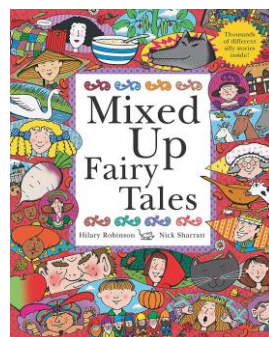
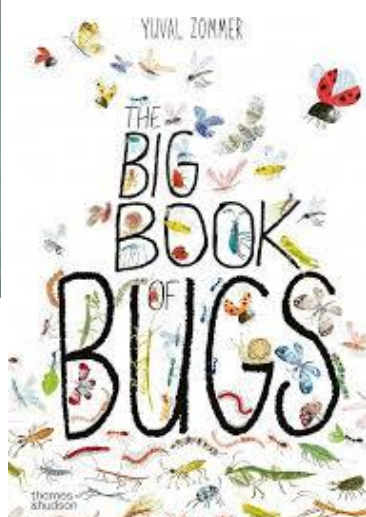
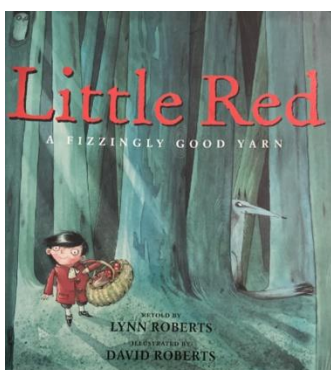
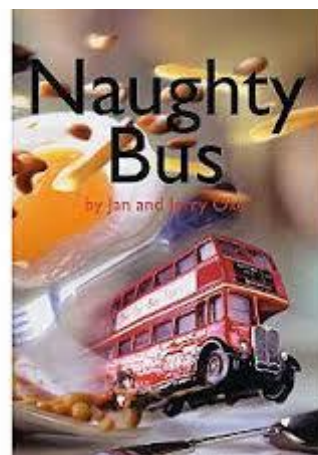
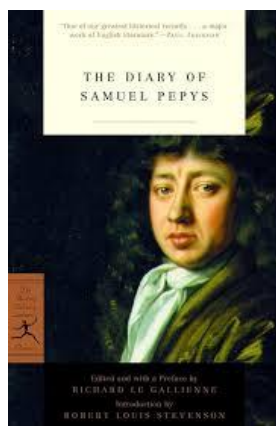
We teach writing in two main overarching themes: transcription and composition of writing. Transcription largely means the technical element of writing (e.g. spelling, punctuation, grammar and handwriting) and the composition means the ideas for and purpose of writing. Both elements are taught alongside each other in a sequence of work that builds towards the end point (or 'Big Write').

By the end of Year 1, children are expected to be able to record a series of sentences and be able to read it back. Sentences should be punctuated with capital letters, full stops, exclamation marks and question marks and there should be spaces between their words. They should be able to make simple edits to their writing and their writing should be legible.

By the end of Year 2, children are expected to write with an increased stamina, in a variety of styles and forms (For example, poetry, stories, etc). They should include descriptive and exciting vocabulary in their work and begin to think about the impact that their writing will have on the reader. Within their writing, they should be writing in the correct past or present tense and should be able to join their sentences together using a range of subordinating and coordinating conjunctions. The punctuation that they use needs to build upon their Year 1 knowledge and include commas and apostrophes, but with greater accuracy. They should be able to clearly read back what they have written and be able to proof read efficiently.

Across KS1, we use exciting poems, stories and non-fiction texts to enthuse the children. We learn a text using 'Talk for Writing', where the children put actions to the words to help them to remember it. We explore the vocabulary in the text and delve deeper into the key messages, characters and plot within it. Then we teach the writing skills for that text before the children have chance to plan or 'map' their own version of the text. They then complete their 'Big Write'.

Here are some of the texts that we explore across KS1:



### Feedback in writing

The teacher will give feedback to your child to move them on. This may be specifically about editing spelling errors or challenging them further to make progress. At the end of each sequence, a target is given. This target is identified to be your child's 'next step' in their writing journey. In KS1, all children will have their target displayed on their desk so it is visible at all times. They also have a target 'ladder' in their literacy books. When evidence of that target is seen in their books, an adult will date the ladder and when the ladder is full, they will receive a new target.

Please ask your child about their target and practise regularly at home.

# Spelling

Children in KS1 continue to develop their spelling as they go through their RWI journey. As children come to the end of Year 1 and into Year 2, it is important to recognise that children begin to meet extra challenges in terms of spelling. They learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound and the introduction of silent letters.

In Years 1 and 2, children are encouraged to make attempts at aspirational vocabulary as well as be secure in the spellings of the Year 1 and 2 common exception words and be able to apply the spelling rules taught.

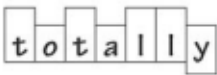

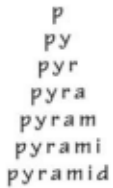
## Common Exception words:

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

Spelling is taught discretely (using No Nonsense Spelling) and weaves into each area of the curriculum. We focus on exploring the tier 2 and tier 3 vocabulary\* for each topic and aim to include exciting and interesting vocabulary in our work. Your child will be sent home with a weekly list of spellings to learn to be tested on. Please see the 'Homework' section for further information.

\*tier 2 & 3 spellings: high frequency in written texts (gregarious, beneficial, required, maintain) Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)

These are recommendations for supporting your child to learn their spellings:

<p><b>Look, say, cover, write, check</b></p>	<p>This is probably the most common strategy used to learn spellings.  <b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again - look, say, cover, write, check.</p>
<p><b>Segmentation strategy</b></p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i./ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 
<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> 
<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p>
<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.</p> <p>You can then reverse the process so that you end up with a diamond.</p> 
<p><b>Other strategies</b></p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>

(Taken from No Nonsense Spelling)

# Maths



# Discovery Time

To help to bridge the gap between the Early Years and KS1, we offer 'Discovery Time' at Highweek Primary school. This is where we set up investigative and exploratory activities for the children to use to help to consolidate and further their classroom-based learning.



There are different zones within each classroom, as well as outdoor zones, where the children can access vocabulary, facts and information about our current topics. These are the Discovery areas that you will find in each classroom:

- Role Play
- Construction
- Writing
- Maths
- Sand and Water
- Small World
- Reading
- Creative

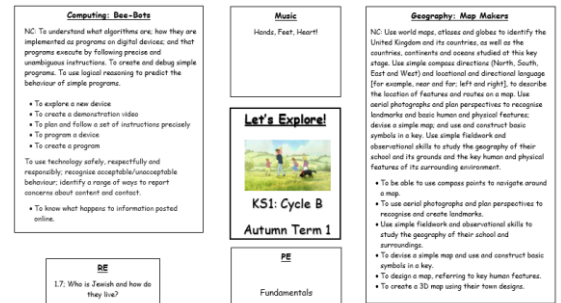
We encourage outdoor learning in KS1 and ensure that there are a range of opportunities for outdoor learning and exploration each day.



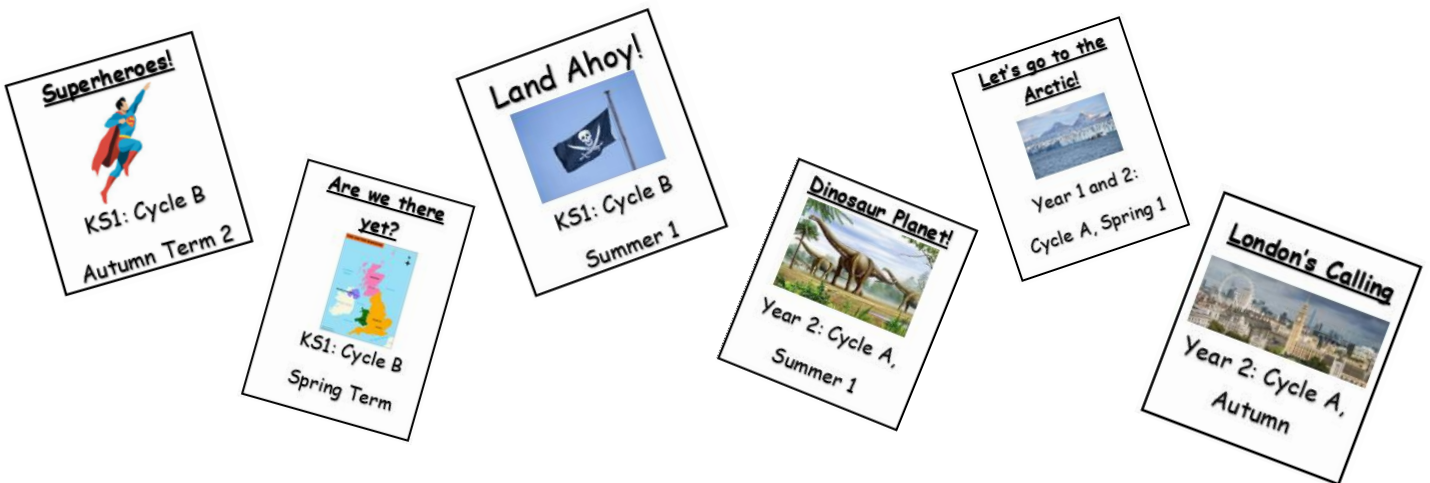
# Wider curriculum

It is our aim that by the time the children leave Highweek Primary School to embark on the next stage of their education, they are equipped with academic attitudes, skills and knowledge, and have developed the personal attributes needed to enable them to become successful citizens of the future.

Each term, parents will be able to view the curriculum map which details what your child will be learning about in each topic as well as an 'exit point'. This means that you will see what the children are working towards at the end of the sequence. This will look different in every subject. Teachers carefully plan and structure each unit of work towards the final outcome, ensuring that all pupils have gained the knowledge and skills within the lessons to build towards this point.



Part of a curriculum map available on our school website.



You can visit our learning page to find out about each subject on our school website here:

<https://www.highweekprimary.co.uk/learning>

You can visit your child's class page here:

Bovey: <https://www.highweekprimary.co.uk/bovey-year-1-2>

Tavy: <https://www.highweekprimary.co.uk/tavy-year-1-2>

Mardle: <https://www.highweekprimary.co.uk/mardle-year-1-2>

# Homework

At Highweek, homework is designed to consolidate or build upon the learning which has been undertaken in class, or to preview upcoming learning. Retrieval practice related research states that a topic or content needs to be revisited several times in order for it to 'stick'.

## Spelling

In KS1, we give a weekly piece of spelling homework. The children will bring this home in their spelling homework book. The homework will come out on a Monday and be due back in on the following Monday. The children will be assessed on these spellings in the back of their homework book, so that you can share their progress with them.

Typically, Year 1 children will have three common exception words to learn or words that are present in their current class text. This is to support their in-class learning.

In year 2, most children will receive five spellings to learn. These spellings come from our 'No-Nonsense Spelling' scheme and are statutory words for Year 2 children. They will also have a common exception word each week to learn.

For some children, it may be more appropriate for them to focus on learning fewer words each week. The class teacher will discuss this with you if this will benefit your child.

## NumBots

Secure knowledge and recall of mathematical facts can give a child a significant advantage in their maths progress. Each child is expected to spend at least half an hour a week learning these key number skills. Primarily, this is done on their NumBots account. Each child has their own log in and password. Please see your child's teacher if you need this information. If you are unable to access the internet at home, please see your child's teacher who will provide an alternative means for the 30 minutes weekly number practice.

It is also invaluable to count daily with your child. By the end of the academic year, children in Year 1 are required to count fluently to and across 100,



beginning both at 0 and any given number. They must also be able to count fluently in 2, 5 and 10 and find one more and one less than a given number.

The end of year expectation for Year 2 is that they are able to complete all of the above Year 1 tasks, whilst also being able to count in 2, 3, 5 and 10 from any given number. They should be able to read and write numbers to 100 in numerals and words and be able to compare the size and value of numbers using the  $<$   $>$   $=$  signs.

The more practise at home, the better prepared your child is for classroom learning.

### Topic Based Homework

From time to time, we may ask the children to come home and research an area of their learning, again to support their understanding in class. These will be small tasks that can be presented in a way of your choice. If you have any questions, please contact the class teacher.

### Homework club

Children who have not completed their spelling or NumBots practice or who require support with completing their homework/ accessing the internet will be invited to attend a homework club session. This will be facilitated by a teacher and the children will have access to the materials and support needed for them to complete their homework. If you would like to book your child into homework club, please contact Mrs Nicola Morlidge in the office:

[nmorlidge@highweekprimary.co.uk](mailto:nmorlidge@highweekprimary.co.uk)

Homework club takes place on a Tuesday straight after school until 4.15pm.

If your child is struggling with their homework, please contact your child's teacher:

[cridge@highweekprimary.co.uk](mailto:cridge@highweekprimary.co.uk)

[dparr@highweekprimary.co.uk](mailto:dparr@highweekprimary.co.uk)

[dpreece@highweekprimary.co.uk](mailto:dpreece@highweekprimary.co.uk)

[kwest@highweekprimary.co.uk](mailto:kwest@highweekprimary.co.uk)

# Assessment

Throughout the year, your child's teacher will be undertaking constant teacher assessment without the use of formalised testing. Each term, we have 'assessment week' designed to formally measure your child's progress and consider next steps. The tests taken for Year 1 & 2 pupils during this week include but may not be limited to:

- Star reading (accelerated reader progress test for Year 2 when they have completed RWI)
- White Rose maths assessment
- Spelling tests
- RWI reading assessments

How is my child doing?

You will have the opportunity to discuss your child's progress in Parents' Evening in October and March. You will receive an end of year school report in July, where you will be informed about which bracket your child is working in for each area of their learning. We record these as emerging, working at the expected level or working above the expected level.

# Safety

It is important to ensure that you bring your child to their classroom door between the drop off time of 8.40am and 8.50am. After this time, please report to Reception and sign your child in. School staff will only release your child to the adults who we have consent for. If you are unable to collect your child and make alternative arrangements, please contact the office as soon as possible.

Internet Safety Within school: We have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules. We urge parents to keep a close eye on the internet usage that children access at home. Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

If you would like to read about safeguarding at Highweek Primary School, please visit this link <https://www.highweekprimary.co.uk/safeguarding-and-child-protection>

If you have a safeguarding concern about a pupil at our school, please contact our Designated Safeguarding Lead (DSL) Ms Claire Redwood.