



English
at
St Herbert's RC Primary School



How to help your child in
Year 1

English at St Herbert's



At St Herbert's we use the Read Write Inc (RWI) programme to get children off to a flying start with their literacy.

Read Write Inc Phonics is a method of teaching reading and writing, which is centred around learning the sounds of the letters (phonics) and then blending them together to read words. The children also learn to break down words into individual sounds in order to write them. Further details on the scheme and resources can be found on the school website on the Read Write Inc page (<http://www.stherberts.oldham.sch.uk/read-write-inc/>).

How we teach Speaking and Listening

The aim is for children to communicate their thoughts, ideas and opinions clearly, as well as listening to and reflecting on the ideas of others. We encourage children to speak in good Standard English in full sentences. They turn-take in conversations and adapt their speech to a range of situations and audiences.

The children are encouraged through drama activities (and in many other curriculum areas) to investigate and experiment with movement, speech, space, physical objects and sound. They may be told to mime situations in drama to increase inventiveness and to develop non-verbal communication skills.

Through group work the children's skills for negotiating and decision-making are developed e.g. role play, mime, and puppetry.

Speaking and Listening is promoted through class assemblies, circle time, show and tell, discussions, turn-taking, role-play activities, hot-seating, improvisation and debating opportunities.

How we teach Reading

We aim for the children to be able to read fluently and accurately for pleasure. To become fluent readers with the skills to access, engage with and enjoy a wide range of texts.

We encourage children to read voluntarily for pleasure and to develop the ability to read fluently and with understanding.

We teach the children about different styles of reading material; fairy tales, reports, animal stories, stories from a range of cultures etc.

In Year 1, the children have a 15 minute Phonics lesson each day in Read Write Inc. In these lessons, they learn about letters and sounds so that, by the end of Key Stage 1, they have developed fluent word reading skills.

In Guided Reading sessions children are involved in lots of discussion, reflection and questioning about the text. They follow the same text in groups with an adult to support.

How we teach Writing

Children are taught to match their writing style to different audiences and purposes and to regard themselves as 'writers'.

We aim for the children to write independently and to develop their ability to write in a wide range of genres, both fiction and non-fiction.

Children in Year 1 are reminded to use finger spaces, full stops and capital letters. They are taught about "WOW" or "power words," which are exciting and ambitious adjectives used to make their writing more interesting.

The daily phonics lessons in Year 1 help children to sound out words as they are writing so that, by the end of Key Stage 1, children have a good foundation in spelling and letter writing.

Handwriting lessons encourage children to form their letters correctly. This will help them to join their letters together and produce neat, fluent handwriting as they progress through school.

Spelling

Our aim is to encourage pupils to become independent and accurate in their spelling. We also want children to become confident in using a wide vocabulary in their writing and to be aware of the difference between spoken dialect and written Standard English.

In the classroom there are word banks on the 'English Working Wall' for the children to refer to when they are writing. These are to help them with their spellings in class and children are always encouraged to 'sound out' words. Phonics lessons take place every day to teach children the techniques used to break words down into sounds.

Handwriting

Your child should be aiming to write all letters - both lower case and capitals - forming them correctly. Every pupil should develop a clear, legible and fluent style that is capable of being written at reasonable speed.

English in Year 1 Expectations

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics (the relationship between printed letters and the sounds they make) approach. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop.

In Year 1, some focuses include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

Reading Skills

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9 correctly
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories

The Phonics Screening Check

What is the Phonics Screening Check ?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before. Headteachers decide whether it is appropriate for each of their pupils to take the phonics screening check. The phonics screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.

What Happens During the Screening?

The test contains 40 words. Each child will sit one to one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

Reporting to Parents

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.

How Are the Results Used?

Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.

Ways for you to help your child at home...

Speaking and Listening:

Encourage expression when they are talking and engage them in talk about topics they like. Encourage them to justify their opinions.

Try to get them to follow multi-step instructions or repeat information you have told them.

Many games involve thinking about the meaning of words, drama or spelling. There are many child friendly versions, including:

- Children's Scrabble
- Pictionary
- Eye Spy
- Guess Who
- 'Yes/No game'
- 'I went to the shops and I bought' etc.
- Snap and grouping picture cards and names.



Reading:

- Share comics, magazines, bedtime stories and information books with an adult/older sibling.
- 'Sound words out' together by breaking words down into sounds e.g. fish = f - i - sh.
- Encourage them to read with expression/voices.
- Point out punctuation.
- Look at illustrations (read the picture) and ask them to put a story to the picture.
- Question them about what they have read:
 - Opinions - Do you like this word the author has chosen? Why?*
 - Who is your favourite character? Why?*
 - Can you find any interesting describing words? Where is the word _____?*
- Ask your child to read labels in shops, names of shops, posters etc. when you are out and about.



Writing:

- Remind your child to use capital letters and full stops to create sentences.
- Help your child to form each letter fluently when they are writing.
- Give them a reason for writing - thank-you letters for Birthday and Christmas presents, writing to relatives, making instructions for junk modeling activities, writing recipes etc.
- During school holidays encourage your child to keep a diary (aim for a couple of sentences a day). This will help to avoid the "holiday dip" many children experience after a long time without writing.

Here is a list of high frequency words **Reception** children are expected to recognise and read by the end of the year. They need to know these, even to tackle very simple texts.

| | | | | | | | |
|------|-------|------|------|-----|------|-----|-----|
| I | go | come | went | up | you | day | was |
| look | are | the | of | we | this | dog | me |
| like | going | big | she | and | they | my | see |
| on | away | mum | it | at | play | no | yes |
| for | a | dad | can | he | am | all | |
| is | cat | get | said | to | in | | |

By the **end of Year 1**, pupils should be able to spell all of these words easily, in and out of context.

| | | | |
|-------|------|-------|--------|
| the | is | no | one |
| a | do | his | once |
| to | has | go | ask |
| so | I | by | friend |
| today | you | my | school |
| of | your | here | put |
| said | they | there | push |
| says | be | where | pull |
| are | he | love | full |
| were | she | some | our |
| house | come | was | me |

Plus

- days of the week
- months of the year
- numbers to twenty
- common colour words
- pupil's name and address
- name and address of school