

Year One and Year Two 2024 – 2025

Teacher: Miss Cole

Teaching Assistant: Mrs Clift

FAN CLASS



How to help your child make the best possible progress

Reading

Every child should read at home every day - reading is a key life skill.

Please ensure your child reads their school reading book every day for at least a few minutes. Please record the date your child has read (with your signature or initials) in the Reading Record, so that the teacher knows how often reading is taking place at home. Your child will be awarded a stamp in their reading record for each week that they read at least 5 times at home. They can earn a certificate for every 5 stamps they get. When they achieve 5 certificates, they will be awarded with a medal in sharing assembly.



When reading at home, please also encourage your child to read their own books or library books. We would like children to read a range of genres so non-fiction, comics, poetry and stories are all great. These can then all be recorded in their Reading Record! We want children to take pleasure in their own reading, but it is also great for your child to hear different adults/older siblings read as well. When reading aloud encourage your child to use their phonic sounds to have a go.

Your child should;

1. Segment - saying the individual sounds in the word
2. Blend - putting the sounds together in the correct order
3. Say the whole word aloud

If children are confident readers we would encourage them to just say the word. Unfortunately, there are some words that are tricky and cannot be sounded out, so please help your child become familiar with these.

It is really important that children follow the text as they read. This can be helped by using a 'magic finger' or object to point to each word as they go. To help your child build fluency and pace when reading, once the sentence has been sounded out and read aloud, ask your child to go back and try to read the sentence with expression and a good pace.

It is also important that your child builds on their understanding of the books they read. Their understanding and fluency of reading can be helped by reading their book more than once. Please encourage your child to read their book again. It is also important that on some days you ask your child questions about what they have read.

Some suggestions for these questions could be:

- Who is/are the main character/s in the story?
- What has happened so far in the story?
- Why do you think has happened in the story?
- What do you think will happen next?
- What information have you found out so far?
- Is this book similar to any other books you have read?
- Where is the story set?
- What is a glossary/index page used for?
- What do the pictures tell you?



Spellings

Alongside daily reading, asking your child to practise spellings at home is one of the most effective ways you can help them to make progress in their learning.

Children will be checked on their spellings on a Wednesday and will then be given their new words to learn for the following Wednesday. We would encourage children to practise spellings for just a few minutes every day or as frequently as possible. Children will benefit from writing the spellings down as they practise them. You can also support your child by explaining the meanings of any words unfamiliar to them.

Spellings will not be sent home for the first couple of weeks while we assess the children and allow them time to settle into new routines. To begin with children will be tested on the individual words as a list.

Spellings will be given to your child in the following format;

Year 1/2 - Spellings

Spelling check (date)

WALT: Revise common exception words

and words using phase 5 phonics

said	which
our	where
school	inside
friend	polite
come	ripe



In addition, you can check which spellings your child should be practising by looking on the Class Page on the website. This information will be updated half termly.

Year One - Phonics will be taking place daily with children learning through 'Little Wandle.' To help your child with phonics please encourage them to practise recognising and saying the sounds aloud (please speak to us if you would like a copy of the sounds). Your child will be using the terminology of phoneme (one letter sound - a), digraph (two letter sound - ai), trigraph (three letter sound - ure) and split digraphs (a two-letter sound split by another such as i-e in time). When reading a word encourage your child to sound out (segment) the word first, then put the sounds together (blend) and then go back and say the word aloud.

1. Identify the sounds and sound out sh-ee-p
2. Blend all the sounds together in the correct order
3. Say the word aloud

Grow the code grapheme chart										Phase 2, 3 and 5				
s ss c ce st tc	t tt	p pp	n nn kn	m mm mb	d dd	g gg	c cc ck cc ch	r rr wr	h	b bb	f ff ph	l ll le ll ge	j jg dge	v vv ve
w wh	x	g y	z zz ze ze	qu	ch tch ture	sh ch ti ssi ci	th	ng	nk	a	e ea	i y	o a	u o-e ou
ai ay ea e eigh ey ee	ee ea e eigh ey ee	igh ie y	oa o-e ou ow	oo ue ue ui	yoo	oo u oul	ar a" at	or aw au sur oor al oar ore	ur er or	ow ou	oi oy	ear eer eer	air are ear ear	zh su si

As the year progresses children will also be shown a range of real and alien words. Real words are words that they would come across when reading, whereas alien words are words that are not real and are made up from the sounds (framp, choib, hurch). Your child will need to be able to sound, blend and say both real and alien words correctly.

Year Two - Phonics will be taking place daily and at first will recap Year One content of all sounds and their alternative pronunciations. After a period of revision in the Autumn term, the children will move on to focus more on spelling rules and patterns. Children will explore and learn ways to identify 'best bet' spellings, root words and suffixes, silent letters, and homophones. Children will use and build upon their phonic knowledge from Year One to then use this knowledge in independent writing.

Complete the code chart

									
/s/	/t/	/p/	/n/	/m/	/d/	/g/	/c/	/r/	/h/
ss	tt	pp	nn	mm	dd	gg	ck	rr	h
c			kn	mb		gu	ck	wr	
ce			gn	mn		gue	cc	rh	
st							que		

Complete the code chart

								
/a:/	/e:/	/i:/	/o:/	/u:/	/oo/	/uu/	/oo/	/u:/
ai	ea	igh	ow	oo	oo	ew	ou	ou
ay	ee	i	o	u	u	ew	ou	ou
aigh	ie	ie	oe	ue	ue	ue	ou	ou
ey	i	ie	oe	ue	ue	ue	ou	ou
ey	ie	ie	oe	ue	ue	ue	ou	ou
ey	ie	ie	oe	ue	ue	ue	ou	ou
aigh	e-e							

									
/ɪb/	/f/	/l/	/j/	/v/	/w/	/x/	/y/	/z/	/qu/
b	ff	ll	j	ve	wh	x	y	se	qu
bb	ph	le	ge	vv	u			zz	ze

							
/i:or/	/i:ur/	/lo:/	/lo:/	/ear/	/air/	/i:zh/	/ler/
or	ur	ow	oy	ear	are	st	a
aw	ir	ow	oy	ere	ore	ge	or
ore	or	ear	ere	ere	are		ar
oar	ear	ere	ere	ere	are		re
aur	ear	ere	ere	ere	are		r

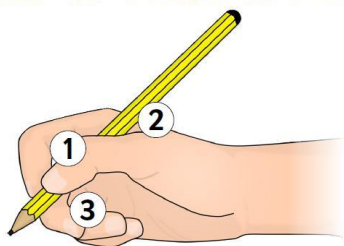
									
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ch	sh	th	ng	nk	a	ea	y	o	o
ture	ti	the						au	ou
ci	ssi	ci						au	ou
ci	si	s						au	ou
								au	ou

Signatures
from letters on
the end of
words

Handwriting

Handwriting will be practised daily throughout the week. Children in Year One will focus on the accurate formation of letters starting each letter at the top and keeping each letter on the line. They will then move onto letter sizing and exploring ascenders (tall letters) and descenders (letters that go below the line). Year Two will recap all letter formation and ensuring letters are correctly positioned, formed and sized. Year Two will then move onto learning to join using diagonal and horizontal joins. As Year Two move through the year they will be able to earn their Pen Licence. 😊

How to Hold a Pencil



1. Put your thumb and forefinger just above the cone shaped part of the pencil.
2. Let the pencil rest between your thumb and forefinger.
3. Then put your middle finger underneath for support.

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

twinkl

Please encourage your child in this - Extra home practice can be found on the class pages on the website.

For more information on the year group expectation, please read the school's Handwriting Policy in the Non- Statutory Document section of the school's website.

Maths

You can help and support your child in maths through lots of verbal and fun activities:

- Counting forwards and backwards to 100 and beyond
- Counting in steps of 2, 5 and 10
- Recognising numbers around them (road signs, door numbers, shops etc)
- Year 2 - Learn and recall times tables facts for 2-, 5- and 10-times tables.

- Reciting number bonds to 10 and 20 (9 + what? = 10 or 18 + what? = 20)
- Recognising and knowing the value of different coins and notes
- Naming shapes around them (rectangles, squares, circles, triangles, pyramids, cubes and cylinders etc)
- Discussing days of the week, months of the year and asking questions about what day it was yesterday or what day it will be tomorrow
- Reading the time to the nearest half-hour and hour (Year 1) and the nearest 5 minutes (Year 2).
- Recognising key times of the day such as when school starts, lunch time and bedtime.



If your child is in Year Two please ask them to log on to the 'TTRockstars' website ([link](#)) and challenge themselves and others in times tables recall. This also includes the related division facts. If your child is in Year One they can log into 'Numbots' website and challenge themselves to number bond calculations.

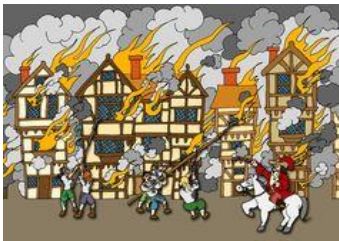


Optional Home Learning

Every term, your child can also complete a range of optional home learning tasks. These optional tasks will be linked to the topic for the term and some of them will be designed to be completed interactively by a parent/adult working with the child. We hope that this will give you an opportunity to discuss the term's topic with your child. Optional Home Learning will be shared within the class but it will not be marked.

Below are some suggestions and the topics we will be covering this year:

- ❖ Research and create a poster
- ❖ Fact page or booklet
- ❖ Draw/paint/collage a picture
- ❖ Make a model
- ❖ Piece of writing (story/fact file/poem)
- ❖ Maths fact page (number facts, drawings)
- ❖ Purple Mash
- ❖ Book review

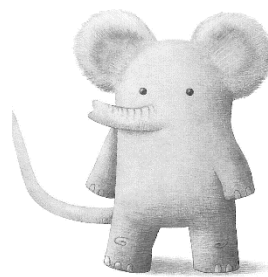
Topics this year		
Autumn	Spring	Summer
All about us!	Up in flames!	My local area!
		

PE

We have timetabled PE lessons on **Tuesday and Thursday**, but days could change (for example, due to the weather). Therefore, please ensure your child has the correct PE kit at school every day. If children attend an extra-curricular club please make sure they bring in their PE kit the following day.

Communication

Please refer to the school's Communication Summary for information on the ways you can communicate with us and the methods we will use to communicate with you.



Other

- Please ensure all school uniform and PE kit is clearly named. If written in pen, sometimes throughout the year this can become faint so please check. We know children will have growth spurts throughout the year so please re-name new items which they may get.
- Please ensure the PE bag itself is labelled on the outside clearly.
- If you wish, send in a pair of wellie boots for your child.
- Please ensure your child brings in a named water bottle each day, with only water in.
- Please ensure your child has weather appropriate clothing such as coats, hats, scarves or has had sun cream applied in summer.
- If you wish you may send your child in with their own **healthy** snack for breaktime.
- The school has four house teams: Rubies (red), Emeralds (green), Sapphires (blue) and Amethysts (purple). Year One children will be assigned to a house this year. Year Two children will remain in their same house.

Finally, we hope you are excited for this school year. We cannot wait to get started on our new year of having lots of fun and learning!

Miss Cole and Mrs Clift

