

Year 1 and Year 2 Curriculum Information for Parents

Reading & Writing

Statutory Assessments



Year 1 – Phonics Screening Check PSC

***June 2026**

Year 2 – Phonics Retake

***June 2026**

**Optional End of Key Stage Assessments
Reading, Writing and Mathematics**

***May-June 2026**

Phonics in Year 1

Big Cat Books

- Once a week books are changed.
- Books are matched with pupil's ability to **decode GPCs (ai, ay)**.
- The aim of the book is to develop reading **fluency (70 words per minute)**.
- Books might not always be of interest to the child, supplement with reading at home or library of a different book.



Collins
BIG CAT



**The Leading phonics programme
for Letters & Sounds**

Phonics and Reading in Year 1

Focus words for that book

Tricky words to focus on

Focus GPCs for that week

🐾 Before reading 🐾

Practising phonics: Phase 5, Set 1

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

/ai/ ay	/ee/ ea
/igh/ ie	/oo/ ue
/ow/ ou	/ur/ ir

Read the words

twirled day found
blue cried

Read the tricky words

the into put my
he said one have
me do like little
of

Vocabulary

Ask the children to read these words. Check understanding.

seaweed urchin
armpit pouch

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Not in Otter's Pocket



Comprehension words

Written by Suzanne Senior
Illustrated by Angelika Scudamore

Collins

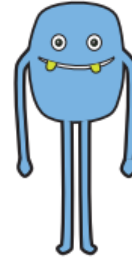


Phonics Check in Year 1 – alien words

meck



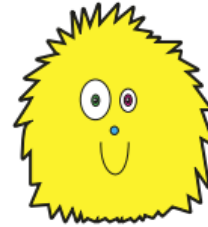
blem



shig



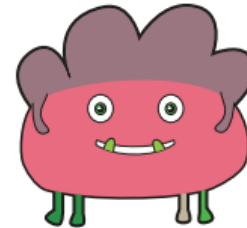
drell



joil



fusp



chort



quisk



Year 1 – phonics check
Excerpt from 2019
Total marks (40)
Pass mark (32)

End of Year 1 – summer
term
KS1 staff will administer

**Practise reading with your
children**

**Children who do not pass
this check will re-sit this in
Y2 Summer Term (post
intervention)**

Phonics Check in Year 1 -phase words

shop

label

yell

vanish

peel

blossom

check

thankful

**Year 1 – phonics check
Excerpt from 2019
Total marks (40)
Pass mark (32)**

**End of Year 1 – summer
term
KS1 staff will administer**

**Practise reading with your
children**

**Children who do not pass
this check will re-sit this in
Y2 Summer Term (post
intervention)**

Guided Reading



All pupils will have access to an online guided reading record. This will be posted in the same assignment as the homework on Google Classroom. **Refer to home learning document*

All children should be reading daily for at least 20 minutes.

The reading record will contain your child's current reading targets. KS1 – A reading record will be uploaded every 3 weeks.

Please leave comments about your child's reading and how they are progressing with their reading targets.

Guided Reading

During Guided Reading sessions we focus on key reading skills:

Word Reading

R – Recall and Retrieval

E – Exploring

A – Analysis

D – Deduction and Inference

Teacher and Support staff work with groups of children to carry out 1:1 reading with each pupil during the week.

Children also complete grammar & punctuation, spellings and comprehension tasks during guided reading sessions

Guided Reading



Children have friendly reading targets to help them acquire reading skills

RAYAN RETRIEVER



- Can retell known stories, including significant events/main ideas in sequence.
- With support, can answer simple questions/find information in response to a direct question.
- Can locate specific information on a given page in response to a question.
- Can retell an unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence.

ELIZA EXPLORER



- Can choose a book from a selection and explain why chosen.
- Can express opinions about main events and characters in stories, e.g. good and bad characters.
- Can use the front cover and book title as well as illustrations and the words inside to make reading choices.
- Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-

Hujjat R.E.A.Ders -Year 1

Guided Reading



Children have friendly reading targets to help them acquire reading skills

AMINA ANALYST



- Is beginning to distinguish between fiction and non-fiction.
- Can recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts.

DAWUD DETECTIVE



- Can comment on obvious characteristics and actions of characters in stories.
- Can use growing knowledge of vocabulary to establish meaning when reading aloud.
- Can relate stories/texts to their own experiences, including story settings and incidents.
- Can make plausible predictions about characters, using knowledge of the story and own experiences.
- Notices unfamiliar and interesting words (WOW words)

Hujjat R.E.A.Ders -Year 1

Year 1 Targets

Hujjat R.E.A.Ders

Word reading



	Criteria	Date Achieved?	
1	Uses phonics first when encountering unfamiliar words		
2	Can blend adjacent consonants in words, in a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC.		
3	Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice).		
4	Can read the different grapheme-phoneme correspondences for long vowel phonemes.		
5	Can read phonically decodable two and three syllable words, e.g. photograph, collector.		
6	Reads familiar words with growing automaticity. This includes the YR/P1 and some of the Y1/2 (P2/3) high frequency words which are easily decodable and some common exception words.		
7	Can read aloud and is beginning to use expression to show awareness of punctuation.		
8	Is beginning to identify when reading does not make sense and attempts to self-correct.		



Recall and retrieval (R)



	Criteria	Date Achieved?	
1	Can retell known stories, including significant events/main ideas in sequence.		
2	With support, can answer simple questions/find information in response to a direct question.		
3	Can locate specific information on a given page in response to a question.		
4	Can retell an unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence.		

Guided Reading targets

Year 1



ELIZA EXPLORER



Exploring the author's language and point of view (E)

ELIZA EXPLORER



	Criteria	Date Achieved?	
1	Can choose a book from a selection and explain why chosen.		
2	Can express opinions about main events and characters in stories, e.g. good and bad characters.		
3	Can use the front cover and book title as well as illustrations and the words inside to make reading choices.		
4	Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts.		

AMINA ANALYST



Analysis of structure and organisation (A)

AMINA ANALYST



	Criteria	Date Achieved?	
1	Is beginning to distinguish between fiction and non-fiction.		
2	Can recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts.		

DAMIUS DETECTIVE



Deduction and Inference

DAMIUS DETECTIVE



	Criteria		
1	Can comment on obvious characteristics and actions of characters in stories.		
2	Can use growing knowledge of vocabulary to establish meaning when reading aloud.		
3	Can relate stories/texts to their own experiences, including story settings and incidents.		
4	Can make plausible predictions about characters, using knowledge of the story and own experiences.		
5	Notices unfamiliar and interesting words (WOW words)		



Guided Reading targets Year 1

Guided Reading



Children have friendly reading targets to help them acquire reading skills

RAYAN RETRIEVER



- Can locate some specific information, e.g. key events, characters names or key information in a non-fiction text.
- Is beginning to use contents and index pages to locate information in non-fiction texts.
- Can summarise a story, giving the main points clearly in sequence.
- Having read a text, can find the answers to questions, both written and oral.
- Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary.

ELIZA EXPLORER



- Can locate some specific information, e.g. key events, characters names or key information in a non-fiction text.

Hujjat R.E.A.Ders -Year 2

Guided Reading



Children have friendly reading targets to help them acquire reading skills

AMINA ANALYST



- Can distinguish between fiction and non-fiction
- Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter).
- Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter).
- Can confidently recognise a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts.

DAWUD DETECTIVE



- Can provide simple explanations about events or information, e.g. why a character acted in a particular way.
- Can compare similarities and differences between texts in terms of characters, settings and themes.
- Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb.
- Can discuss reasons for events in stories by beginning to use clues in the story.
- Can explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful).
- Can confidently relate texts to their own experiences.

Hujjat R.E.A.Ders - Year 2

Year 2 Reading Targets

Hujjat R.E.A.Ders



Word reading

	Criteria	Date Achieved?
1	Can read all the Y1/2) and some Y4/5 high frequency words.	
2	Can read most of the Y1/2 (P2/3) high frequency words.	
3	Can read words with contractions (e.g. I'm, I'll, we'll, he's) and understands that the apostrophe represents the omitted letter(s).	
4	Can read aloud, taking into account . ? !	
5	Can apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding.	
6	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-im-por-tant).	
7	Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,).	
8	Can identify when reading does not make sense and self-corrects in order for the text to make sense.	
9	Can read all of the high frequency words, up to and including the Y1/2 high frequency word list (demonstrates fluent and automatic reading of frequently encountered words).	

Guided Reading targets

Year 2

BAHAN RETRIEVER



Recall and retrieval (R)

BAHAN RETRIEVER



	Criteria	Date Achieved?
1	Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text.	
2	Is beginning to use contents and index pages to locate information in non-fiction texts.	
3	Can summarise a story, giving the main points clearly in sequence.	
4	Having read a text, can find the answers to questions, both written and oral.	
5	Can demonstrate how to use information texts, e.g. by using layout, index, contents page, glossary.	

ELIZA EXPLORER



Exploring the author's language and point of view-(E)

	Criteria	Date Achieved?
1	Can locate some specific information, e.g. key events, characters' names or key information in a non-fiction text.	

ELIZA EXPLORER



AMINA ANALYST



Analysis of structure and organisation - (A)

	Criteria	Date Achieved?
1	Can distinguish between fiction and non-fiction	
2	Is beginning to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter).	
3	Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter).	
4	Can confidently recognise a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems, use of alliteration and simple common features of non-fiction texts.	

AMINA ANALYST



SHAWD DETECTIVE



Deduction and inference (D)

	Criteria	Date Achieved?
1	Can provide simple explanations about events or information, e.g. why a character acted in a particular way.	
2	Can compare similarities and differences between texts in terms of characters, settings and themes.	
3	Can make predictions about a text using a range of clues, e.g. experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb.	
4	Can discuss reasons for events in stories by beginning to use clues in the story.	
5	Can explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful).	
6	Can confidently relate texts to their own experiences.	

SHAWD DETECTIVE



Guided Reading targets Year 2

Reading in Year 1

Goldilocks and the Three Bears by Abigail Flint



Goldilocks saw three bowls of porridge.

The first bowl was too hot.

The second bowl was too cold.

The last bowl was perfect.

Goldilocks ate it all.



Goldilocks saw three chairs.

The first chair was too high.

The second chair was too low.

The third chair was perfect.

The chair broke.



Goldilocks saw three beds.

The first bed was too hard.

The second bed was too soft.

The last bed was perfect.

Goldilocks and the Three Bears

Use the story and pictures to answer the questions.

1 Goldilocks saw three bowls of corn flakes.

Write **Yes** or **No**. _____

2 The first bowl was too hot.

Write **Yes** or **No**. _____

3 Goldilocks saw three chairs.

Write **Yes** or **No**. _____

4 Goldilocks liked the third chair best.

Write **Yes** or **No**. _____

5 Tick **one**.

Goldilocks saw three:

baths. birds.

beds. buds.

6 "The last bed was perfect."

"perfect" means the same as what?

Tick **one**.

awful just right

bad okay

Reading in Year 1

Minibeasts in the Pond

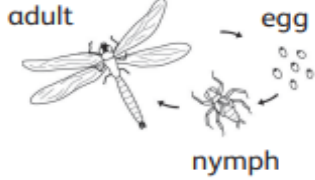
Minibeasts are very small animals. You can find them outside in a garden, a park, a wood or a pond. There are many different kinds of minibeasts.

Insects

Insects all have six legs. Many insects live in ponds. Water boatmen, whirligig beetles and pond skaters are all insects that live in ponds. Some flying insects, like dragonflies, live in ponds when they are larvae.



Life cycle of a pond insect



Frogs and toads

Frogs and toads are minibeasts. Frogs live in ponds. Toads don't live in ponds, but they need to live near ponds to lay their eggs. Frogs and toads both lay their eggs in a sticky jelly in ponds. Tadpoles hatch from the eggs. They grow into frogs or toads.

Pond snails

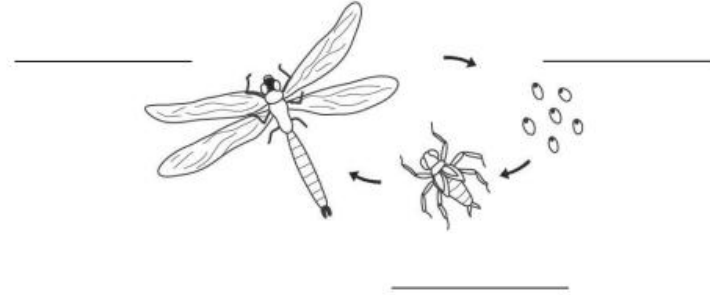
Some snails live in rivers and ponds. Like land snails, pond snails have hard shells that protect them. They can pull their soft bodies inside their shells if they think danger is near. Pond snails eat tiny plants, called algae, as well as dead plants. They help to keep ponds clean and fresh.

You **must** have an adult with you if you go near a pond to look for minibeasts. If you catch a minibeast, you should always let it go again.

Minibeasts in the Pond

1 Write the names of **three** insects that live in ponds.

2 Label these pictures to show how a pond insect grows.



3 Circle the frog.



4 What hatches from a toad's egg?

5 What does a pond snail do if it thinks danger is near?



6 Why do people like to have pond snails in their ponds?

Reading in Year 2

There's No Such Thing as a Dragon

Jack Kent

- 1 Billy Bixbee was rather surprised when he woke one morning and found a dragon in his room.
- 3 It was a small dragon, about the size of a kitten.
- 4 The dragon wagged its tail happily when Billy patted its head.
- 5 Billy went downstairs to tell his mother.
- 6 "There's no such thing as a dragon!" said Billy's mother. And she said it as if she meant it.
- 8 Billy went back to his room and began to dress. The dragon came close to Billy and wagged his tail. But Billy didn't pat it. If there's no such thing as something, it's silly to pat it on the head.
- 11 Billy washed his face and hands and went down to breakfast. The dragon went too. It was bigger now, almost the size of a dog.



- 1 Tick **three** facts we know from the first sentence.

The dragon was called Billy. The dragon was in Billy's room.
Billy saw the dragon in the morning. Billy had a pet dragon.
Billy was surprised to see the dragon.

1b

1 mark

- 2 Number these events in the order in which we are told them.

Billy went downstairs.
Billy patted the dragon's head.
Billy did not pat the dragon's head.
Billy's mother said, "There's no such thing as a dragon!"

1c

1 mark

- 3 Read the sentence. Underline the word that tells you how the dragon felt when Billy patted its head.

"The dragon wagged its tail happily when Billy patted its head." (line 4)

1a

1 mark

- 4 How do you think Billy felt when he was getting dressed? Tick the **one** answer.

He felt happy because there was a dragon in his room.
He felt cross with his mother because she did not listen to him.
He felt confused because there was a dragon but his mother said it did not exist.
He felt silly because he had already patted the dragon's head.

1d

1 mark

- 5 Complete the sentences.

At first, the dragon was about the size of a _____.

When Billy went down to breakfast, the dragon was about the size of a

_____.

1b

1 mark

- 6 Why do you think the dragon was bigger by the time Billy went down to breakfast?

1d

1 mark

Reading in Year 2

From *Jake the Good Bad Dog* by Annette and Nick Butterworth

Jake was a bad dog. He knew he was. Sometimes he tried to be good but it was no use.

He loved to chase the ducks in the park. He would sneak up behind them when they were dozing. Then he would bark loudly and watch, as they rushed for the safety of the lake, complaining noisily.

Jake couldn't resist the smell of the dirty washing. Whenever it was being sorted out, he just had to play with it. Then he would leave it lying all over the house.

He had to roll in the sheep's droppings on the common. He liked the smell. Besides, he needed to smell like a sheep if he was going to creep up on them and round them up.

Then there was food. Or more particularly, chocolate. No chocolate was safe if Jake could reach it. Once he ate fourteen chocolate cream eggs, one after the other. He was sorry afterwards, especially as they made him ill, but he just couldn't resist them.

He couldn't help being bad.



Write the answers to these questions.

1 "*He would **sneak** up behind them when they were **dozing**.*"

Choose one word the author could have used to keep the meaning of the sentence the same instead of:

"sneak" _____

"dozing" _____

2 "*Then he would bark loudly and watch, as they rushed for the safety of the lake, complaining noisily.*"

Find and copy one word in this sentence that tells us that the ducks were not happy.

3 The ducks "*rushed for the safety of the lake*". Explain why the lake was safe.

4 Why does the text say that Jake "*needed to smell like a sheep*"? Tick **one**.

So people thought he was a sheep.

So he could be a bad dog.

So the sheep did not realise he was a dog.

So he could bark at them.

5 Do you think Jake wanted to be bad? Circle your answer.

Yes / No

Explain your answer.

Reading in Year 2

Penguins by Ione Branton

Penguins are birds that live in the southern hemisphere and are flightless. Some penguins live on Antarctica, like the Emperor penguin, where it is very cold but some, like the African penguin, can live where it is much warmer in countries like Australia and South Africa.

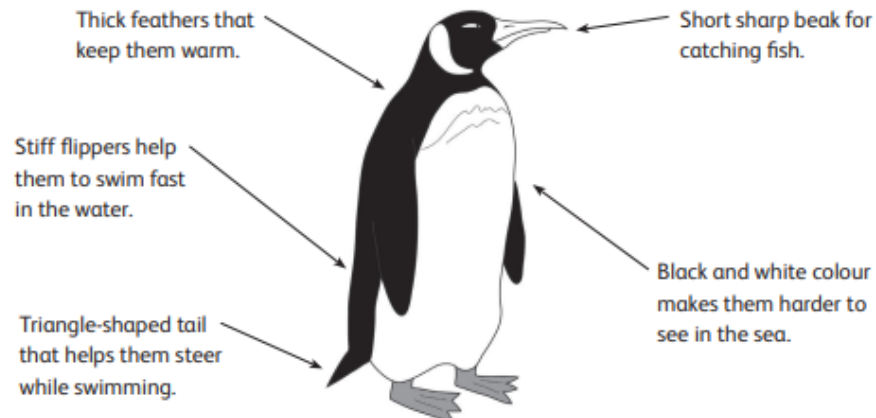
There are around 18 different types of penguins and they all are different sizes and look different. Emperor penguins are the largest and the Fairy penguin is the smallest.

Penguins love water and they spend much of their time swimming. They are expert swimmers and they can often spend up to 4 months out at sea. The Gentoo penguin is the fastest swimmer and can reach speeds of an incredible 22 miles per hour.

They come back to live on the land in the breeding season to lay their eggs and look after their young. After their young leave the nest penguins go back to sea again.

The steps of a penguin's life

- Step 1 Dad holds the egg on his feet. A fold of skin helps keep the egg warm.
- Step 2 The chick hatches. The parents take turns holding it on their feet.
- Step 3 The chicks all snuggle together to keep warm.
- Step 4 The chick loses its baby feathers.
- Step 5 The chick grows up and becomes an adult.



Write the answers to these questions.

1 According to the text which is the smallest penguin?

2 When does the penguin come back to live on the land?

3 Put the following statements in the order in which they occur in the steps of a penguin's life. The first one has been done for you.

The chick loses its feathers.

The Dad holds the egg on his feet.

The chick becomes an adult.

The chick hatches.

The chicks snuggle together for warmth.

4 According to the text, what keeps the egg warm when the Dad is holding it?

5 Draw lines to match what each part of a penguin's body is used for.

feathers

swim fast

flippers

steer

beak

keep them warm

tail

catching fish

colour

harder to see

Spellings in Year 1 and Year 2

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

New Curriculum Spelling Lists Years 1 and 2

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

Writing in Years 1 and 2 (exemplification material)

Piece B: Description (setting)

There were lots of spiders in the attic. Some thing was flapping its wings behind a *enormas box. I wonder what is in that box thought Elliott. He crept closer to open the box suddenly a ~~pigeon~~ pigeon came out from behind the box. Go away! said Elliott quietly. The ~~pigeon~~ pigeon went out the window. ^wFew ^{al}said Elliott that was close.

Spelling error
flapping
Article missing
an

Correct tense
'was'

There were lots of spiders in the attic. Some thing **was Flaping** its Wings behind a **‡** enornas box. **‡** I wonder what is in that box thought Eleiott. He crept closer to open the box **but** suddenly a ~~pigeon~~ **pigeon** came out from behind the box. Go away! said Elleit Quietly. The ~~pigeon~~ pigeon **‡** went out the window. **‡** Few ~~siaid~~ Elliott that was close.

conjunction

Suddenly (adverb)

Inconsistent spelling of Elliott

Phew!

could have added an (!)

Writing in Year 2 (exemplification material)

Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beastes. Firist we had a ^{Snack} ~~snack~~. Next we went into the woods. Vicki gave us a mira. It was verry scarry because it was like you were walking in the sky! Then we had to gide our friends to a tree. After that we had a sinky pocnition party mine was discusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favrite part of the day was idenafing the trees.

Time connective

Capital letter
Bishops Wood

Yesterday, we went to bishops Wood to look for mini-beastes. Firist we had a snack snack. Next, we went into the woods. Vicki gave us a mira. It was verry scarry because it was like you were walking in the sky! Then we had to gide our friends to a tree. After that we had a sinky pocnition parrry mine was discusting. Finally, it was lunch time! After lunch we went pond dipping our group found a newt. Last of all we sorted out animals. Finally, it was home time.






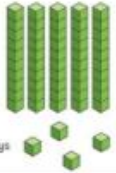


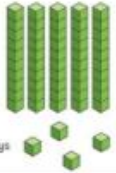




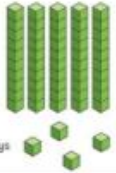

The trip was great! my favrite part of the day was idenafing the trees.

identifying - spelling error
scary - spelling error
disgusting - sp. error
dipping - sp. error
beasts - sp. error
favourite - sp error

Finally (adverb)
Inconsistent
sp. Error

Commas after TCs
missing

Home Learning

Year 1	Year 2										
<p>Spellings from phonics and reading sessions are shared weekly on Google Classroom. These are shared so that parents know about their children's learning.</p>	<p>Spellings will be shared for the term to learn each week. Children will have an informal weekly spellings' check on Fridays, parents are therefore requested to practise and revise these spellings.</p>										
<p>English: An extended writing, comprehension and grammar & punctuation task, based on children's learning will be set to complete every three weeks. Phase words will be set for revision weekly Mathematics: Children are encouraged to use Numbots to access maths games and challenges. Logins are shared by class teachers In addition to this children will be given mathematics problem solving activity to complete every three weeks and submit on Google Classroom Topic home learning: This will be set for children to complete over two-three weeks. This will encourage children to develop their research, creativity and problem-solving skills.</p>	<p>English An extended writing, comprehension and grammar & punctuation task, based on the children's learning will be set to complete every three weeks. Spellings will be set for revision weekly Mathematics Children are encouraged to use Numbots to access maths games and challenges. Logins are shared by class teachers In addition to this children will be given mathematics problem solving activity to complete every three weeks and submit on Google Classroom Topic home learning: This will be set for children to complete over two-three weeks. This will encourage children to develop their research, creativity and problem-solving skills.</p>										
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Assessment Information about phonics and reading



<https://hujjatprimary.org/assessment>

Next Steps:

Please read with your child regularly and try to fill in the Reading Records on GC - please remember to look after and return library books on time.

Encourage your child to speak with you daily about their learning

Support your child with their home learning

Practise spellings and arithmetic weekly

Practise healthy habits with your child – eating fruits and vegetables, sleeping on time, supervised screen time, independence and routines.

For any queries, please speak with your child's class teacher in the first instance, then phase leader, and then SLT