



# **Key Stage 1 Information for Parents**

October 2022

# Key Updates:



**SHINE (incorporate into planning)**

**Subject Leaders**

**Curriculum Maps & Subject Overviews**

**A typical timetable**

**Mathematics**

**English (phonics, reading and writing)**

**End of Key Stage 1 Assessments (End of Year 2)**

**Q&A**

**Feedback**

# Embed SHINE in our planning



Service, Gratitude, Excellence, Compassion, Integrity, Respect

## **S** Share

Share our worries and respect each other; share and be proud of our progress; share our ideas

## **H** Helping each other

Demonstrate compassion and service

## **I** Inspire

Inspire each other through good deeds and by showing gratitude for what we have been blessed with; we connect with the importance of inspiration people and their stories

## **N** Never give up

Understand and do what is right (integrity) and never give up; strive to develop our knowledge (even by making mistakes)

## **E** Excellence

Show enthusiasm and love for learning; we are positive and happy



# Subject Leaders



## Subject Leaders 2022-2023

**EYFS – F Aissaoui**

**Mathematics and Computing – D Poole**

**English (including phonics) – M Aziz**

**Science and PSHE – S Saad**

**History and Geography – S Aksouh/ S Haque**

**Art and Design; Design and Technology – A Shah**

**Religious Studies – A Shah and S Saad**

**Physical Education – PSD Ltd (HPS to overview)**

**Assessment – S Saad**

**Non statutory teaching of MfL (Arabic) in EYFS and KS1 –**

**M Boussain**

# Curriculum Maps and Subject Overviews

AT HPS we have been working to ensure all the subjects are being taught in line with DfE guidelines



Curriculum Maps have been shared with parents and carers and have been updated on our school website

Year 2 Long Term Curriculum Overview (2022-2023)

Topic/Theme	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>British Wildlife</b>	British Wildlife	British Monarchs	London 1666 – To date	London 1666 – To date	Travelling Around the World & Roald Dahl	Roald Dahl
<b>Books/stories</b>	Dear Teacher by Amy Husband Monkey Puzzle by Julia Donaldson Room on a Broom by Julia Donaldson	We are going on a Bear Hunt by Michael Rosen Snail and the Whale by Julia Donaldson	Vlad and the Great Fire of London by Kate Cunningham A compilation of fables Each, Peach, Pear, Plum (poetry) by Janet and Alan Ahlberg	Quentin Blake's Revolting Poems The Day the Crayons Quit by Drew Daywalt Enormous Crocodile by Roald Dahl	The Twits by Roald Dahl	Charlie and Chocolate Factory by Roald Dahl
<b>English</b>	Letter writing Setting description Retelling stories Poetry	Non fictional report writing Recounts Understanding word classes in story writing.	Understanding facts files Exploring features of fictional and non-fictional texts Using imagery in descriptive writing	Persuasive letter writing Poetry Diary entries Creating alternative endings to stories	Instructional Writing Character descriptions Exploring themes and plots	Developing setting and character descriptions Continuing to explore themes and plots. Grammatical structures Story writing and editing
<b>Mathematics</b>	Consolidate place value up to 100 Addition and subtraction up to 50 Multiplication and division facts up to 12	Consolidate place value up to 100 Addition and subtraction up to 100 Consolidate multiplication and division facts up to 12	Understanding multiplication and division facts in correlation to fractions  Understanding adding and subtracting fractions with the same denominators	Properties of shapes Data Handling Measurement: lengths and heights	Measurement: lengths and heights Measurement: Time Measurement: mass, capacity and temperature Application of place value and four operations when problem solving	Understanding more about money Fractions Application of place value and four operations when problem solving

<b>Science</b>	Exploring plants and animals	Habitats and food chains Research on British wildlife	Plants: seeds and bulbs	Plants: understanding the differences between bulbs and mature plants	Understanding everyday materials	Comparing everyday materials
Developing scientific enquiry skills: exploring, making observations, identifying and classifying, pattern seeking, researching, testing						
<b>Geography</b>	Map skills: where we live and our four nations	Local study: our school and Harrow Local weather patterns	Map skills: Great fires across the world and their impact	Changes to the environment after fires	Map skills: world oceans, seas and the continents they are in	Treasure maps, directions and using compasses
<b>History</b>	The Royal Family Identifying cultures across Britain and related map skills	Famous monarchs	The Great Fire of London	Fire safety: 1666 and now All about Samuel Pepys	Famous journeys and explorers: Christopher Columbus and Neil Armstrong	Sea mythology
<b>Computing</b>	Computing systems and networks: what is a computer?	Programming: algorithms and debugging	Computing systems and networks: word processing	Programming: using Scratch Jr	Creating media: stop motion	Data handling showcase 'International Space Station': how data is collected, used and displayed
Learning about being safe online						
<b>P.E.</b>	Fundamentals Gymnastics	Invasion Dance	Ball skills Fitness	Net and Wall Dance	Athletics Gymnastics	Striking and fielding Team building
<b>PSHE</b>	Relationships education - Be yourself	Relationships education - Team	Health and wellbeing - Aiming high	Health and wellbeing - It's my body	Living in the wider world - Money matters	Living in the wider world - Britain
<b>R.E</b>	What makes a home?	How do we remember people and why?	What rules are the most important and why?	Why are religious symbols important to people of faith?	How are we the same and different from other people and does it matter?	What does faith say about change? How does it make us feel and how can we become better?
<b>Art and Design</b>	Looking at the work of Picasso: self-portraits and collages		Repeated patterns		Seascapes: mixed media	Creating authentic looking treasure maps
<b>Design and Technology</b>		Food technology: making healthy smoothies		Pictures with moving parts	Tile making	Textiles: looking at materials and simple sewing

# A typical timetable

ZAS - Al Wahaab					A							
Start 8.45am	Registration 8.45-9.00	Session 1 9.00-9.30am	Session 2 9.30-10.30	Break 10.30-10.45am	Session 3 10.45am-11.45am	Session 4 11.45-12.15pm	Lunch 12.15-1.15pm	Registration 1.15-1.20pm	Lesson 4 1.20-2.15pm	Lesson 5 2.15-3.15pm		Dismissal 3.20pm
Mon	Registration	Phonics	English		Mathematics	Guided Reading		Registration	Science	Science	Library 2.45-3.15pm	Tidy up and dismiss classes
Tues		Phonics	English		Mathematics	Guided Reading			Humanities History/Geography	Humanities History/Geography		
Wed		Phonics	English		Mathematics	Guided Reading			RE	Art & Design Design Technology		
Thurs		Phonics	English		Mathematics	Guided Reading			Y2 PPA Sports/ Arabic/art	Y2 PPA Sports/ Arabic/art		
Fri		Phonics	Big Write		Assembly at 11.15am Arithmetic and Mathematics	Guided Reading			Spellings 1.05-1.30pm	PSHE ICT 1.30-2.45pm	Focus Friday session 2.45-3.15pm	
			Y1 PE						Y2 PE			



**Apart from phonics and Guided Reading, English and Maths is taught daily**

**Topic subjects: Science, History, Geography, RE, Art, DT, MfL, PSHE, computing**

## 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

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](http://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](http://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

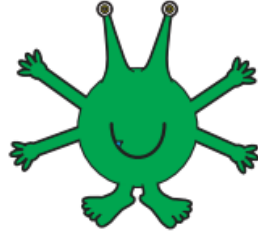
Written by Suzanne Senior  
Illustrated by Angelika Scudamore

Collins

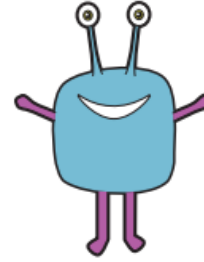


# Phonics

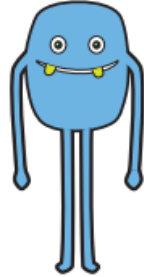
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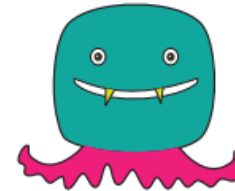
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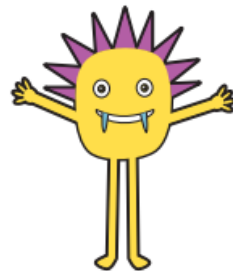
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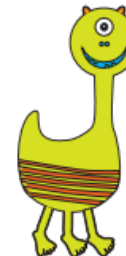
keam



ulb



whape



Year 1 – phonics check  
Excerpt from 2015  
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  
Autumn Term (post  
intervention)

# Mathematics – Year 1 (expected and greater depth standard)

## Number - Number and Place Value

I can:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- given a number, identify one more and one less.
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- read and write numbers from 1 to 20 in numerals and words.

## Number - Addition and Subtraction

I can:

solve problems with addition and subtraction:

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- represent and use number bonds and related subtraction facts within 20.
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

## Number - Multiplication and Division

I can:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

## Fractions

I can:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Measurement

I can:

compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]  
measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## Geometry - Properties of Shapes

I can:

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

## Geometry - Position and Direction

I can:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

# Mathematics – Year 2 (expected and greater depth standard)

## Number - Number and Place Value

I can:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

## Number - Addition and Subtraction

I can:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and 1s
  - a two-digit number and 10s
  - 2 two-digit numbers
  - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

## Number - Multiplication and Division

I can:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

## Number - Fractions

I can:

- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions, for example  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

## Measurement

I can:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

## Geometry - Properties of Shapes

I can:

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
  - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
  - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

## Geometry - Position and Direction

I can:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

## Statistics

I can:

- interpret and construct simple pictograms, tally charts, block diagrams and tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask-and-answer questions about totalling and comparing categorical data

# End of Year 2 - mathematics

## Key Stage 1 mathematics

The mathematics papers consists of two components

**Paper 1** is called the "**Arithmetic**" paper, it's worth 25 marks and it's timed at roughly 20 minutes. Within it are a series of simple mental arithmetic questions.

**Paper 2** is called the "**Reasoning**" paper, it's worth 35 marks and it's timed at roughly 35 minutes. Here children are tested on their interpretation and application of maths to more problem-based questions using a variety of question types including multiple choice and matching. Topics include:

- General number skills including counting, odd and even numbers, addition and subtraction, fractions
- Times tables.
- Units of measurement including length, temperature, weight and fluid.
- Patterns of shapes and numbers.
- Money.
- Charts.
- Time.

# Mathematics – End of KS1 (Y2)

## Arithmetic paper 1 (approx. 25 Qs)

13

$$67 - 40 = \boxed{\phantom{00}}$$



1 mark

18

$$\frac{1}{4} \text{ of } 16 = \boxed{\phantom{00}}$$



1 mark

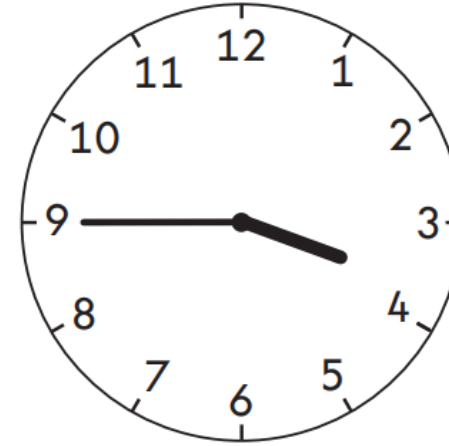
# Mathematics – End of KS1 (Y2)

## Reasoning paper 2 (approx. 30 Qs)

two-digit number

less than 20

even number



Tick **one**.

quarter to 9

quarter to 4

quarter past 9

quarter past 4

# Mathematics – End of KS1 (Y2)

## Reasoning paper 2 (approx. 30 Qs)

30

This table shows the shoe sizes of all the children in a class.

Shoe size	Number of children
9	7
10	8
11	12
12	2

Scaled score	
Mathematics	Total available marks 60
Paper 1 – arithmetic (25 marks)	
Paper 2 – reasoning (35 marks)	
35/60	scaled score of 100 meeting National Expectations/ Working At/ Secure
53/60	scaled score of 110+ above National Expectations/ Working at Greater Depth

How many children have a shoe size of **10 or smaller**?

children
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# Reading – Year 1 (expected standard)

Working at the expected standard:

<b>Pupil(s) are beginning to independently apply their knowledge and skills:</b>	
To blend sounds in unfamiliar words using the GPCs that they have been taught.	
To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for <b>all</b> of the 40+ phonemes.	
To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
To read words containing taught GPCs.	
To read words containing -s, -es, -ing, -ed and -est endings.	
To read words with contractions (for example, I'm, I'll, we'll).	
To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.	
To re-read texts to build up fluency and confidence in word reading.	
To continue to demonstrate a pleasure in reading and a motivation to read.	
To link what they have read or hear read to their own experiences.	
To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	
To retell familiar stories in increasing detail.	
To recite simple poems by heart.	
To discuss word meaning and link new meanings to those already known.	
To check that a text makes sense to them as they read and to self-correct.	
To predict what might happen on the basis of what has been read so far.	
To begin to make simple inferences.	
To discuss the significance of titles and events.	
To join in discussions about a text, take turns and listen to what others say.	

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# Reading – Year 1 (greater depth standard)

Working at greater depth within the expected standard:

<b>Pupil(s) are confidently and independently able to apply their knowledge and skills:</b>	
To read texts that are more complex and beyond their chronological age.	
To read other words of more than one syllable that contain taught GPCs.	
To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes.	
To read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).	
To start to work on the Year 2 programme of study for word reading.	
To continually demonstrate a pleasure in reading and a motivation to read.	
To discuss their reading preferences, including favourite authors and genres.	
To retell familiar stories in much detail and consider their particular characteristics.	
To clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to.	
To check that a text makes sense to them as they read and to self-correct.	
To make sensible predictions supported by evidence.	
To make inferences based on what is being said and done.	
To use age-appropriate non-fiction texts to extract information.	
To contribute confidently in discussions about a text, take turns and listen to what others say.	

Working at greater depth within the expected standard:

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To retell familiar stories in much detail and consider their particular characteristics.	
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To check that a text makes sense to them as they read and to self-correct.	
To make sensible predictions supported by evidence.	
To make inferences based on what is being said and done.	
To use age-appropriate non-fiction texts to extract information.	
To contribute confidently in discussions about a text, take turns and listen to what others say.	

# Reading – Year 2 (expected standard)

## Working at the Expected Standard:

The pupil(s) can:	
read accurately most words of two or more syllables.	
read most words containing common suffixes.*	
read most common exception words.*	
read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	
sound out most unfamiliar words accurately, without undue hesitation.	
check a familiar text, which they can read accurately and fluently, makes sense to them.	
answer questions and make some inferences on the basis of what is being said and done in a familiar text.	

## Working at the Expected Standard:

The pupil(s) can:	
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read most words containing common suffixes.*	
read most common exception words.*	
read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	
sound out most unfamiliar words accurately, without undue hesitation.	
check a familiar text, which they can read accurately and fluently, makes sense to them.	
answer questions and make some inferences on the basis of what is being said and done in a familiar text.	

# Reading – Year 2 (greater depth standard)

## Working at Greater Depth within the Expected Standard:

The pupil(s) can:	
make inferences on the basis of what is said and done in a text they can read independently.	
predict what might happen on the basis of what has been read so far in a text they can read independently.	
make links between the text they are reading and other texts they have read (in texts that they can read independently).	

## Working at Greater Depth within the Expected Standard:

The pupil(s) can:	
make inferences on the basis of what is said and done in a text they can read independently.	
predict what might happen on the basis of what has been read so far in a text they can read independently.	
make links between the text they are reading and other texts they have read (in texts that they can read independently).	

# End of Year 2 - reading

## Key Stage 1 reading

The key stage 1 English reading test comprises:

Paper 1: reading prompt and answer booklet combined booklet that integrates the reading texts and answer booklet (simple)

Paper 2: reading answer booklet reading booklet with a separate answer booklet (challenging)

Scaled score	
Reading	Total available marks 40
Paper 1 – reading (20 marks)	
Paper 2 – reading (20 marks)	
26/40	scaled score of 100 meeting National Expectations/ Working At/ Secure
37/40	scaled score of 110+ above National Expectations/ Working at Greater Depth

# Reading – End of Y2

## Lucky Duck

When Lenny was a very little boy, his dad bought him a really special toy duck.

Duck was Lenny's best toy and whatever Lenny did, Duck did too.



### Practice questions

**a** Who gave the toy to Lenny?

Tick **one**.

a boy

his dad

his gran

his mum

In Year 1 and Year 2 apart from daily phonics sessions we also focus on:

**Guided Reading**  
(target reading groups)

+

**Big Read**

(Class book read by all pupils and adapted)

We develop and build on the skills:

**R: retrieval**

**E: exploring**

**A: analysing**

**D: deduction (and inference)**

# Reading – End of Y2



When they went to the seaside to visit Gran, Lenny made sure there was an extra bucket and spade for Duck. They paddled together and built sandcastles.

When it was time to go home, somewhere in the rush of packing, Duck got lost.



Who lived at the seaside?

Tick **one**.

Dad

Duck

Lenny

Gran

Write **two** things Lenny took to the seaside.

1. \_\_\_\_\_

2. \_\_\_\_\_

# 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 – Year 1 (expected standard and GDS)

<b>Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:</b>	
To write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent).	
To reread their writing to check that it makes sense and make suggested changes.	
To use adjectives to describe.	
To use simple sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
<b>Has an awareness of:</b>	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.	
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).	
To write lower case and capital letters in the correct direction, starting and finishing in the right place.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

<b>Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:</b>	
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
To use a number of features of different text types and make appropriate topic / subject matter vocabulary choices.	
To reread their writing to check that it makes sense and independently make changes.	
To use adjectives to describe (sometimes ambitious beyond the year group).	
To use simple and compound sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
<b>Are able to regularly use</b>	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
	exclamation marks.
To spell all words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.	
To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).	
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes -ing, -ed, -er and -est to root words.	
To spell simple compound words.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	



# Writing – Year 2 (expected standard and GDS)

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
writing about real events, recording these simply and clearly	
demarcating most sentences with:	capital letters and full stops
and with use of:	question marks.
using present and past tense mostly correctly and consistently	
using co-ordination (or / and / but)	
using some subordination (when / if / that / because)	
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
spelling many KS1 common exception words*	
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
using spacing between words that reflects the size of the letters	

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:	
making simple additions, revisions and proof-reading corrections to their own writing	
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list
	apostrophes to mark singular possession in nouns and contractions
spelling most common exception words*	
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly	
using the diagonal and horizontal strokes needed to join letters in most of their writing	

# Writing – Year 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. <sup>w</sup> Few <sup>f</sup> said Elliott that was close.

Correct tense

'was'

Spelling error  
flapping

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

Inconsistent spelling of Elliott

Phew!

could have added an (!)

conjunction

Suddenly (adverb)

# Writing – Year 2 (exemplification material)

## Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beastes. Firist we had a <sup>Snack</sup> ~~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 sinyky pocnition party mine was discusting. Finaly 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 sinyky pocnition party mine was discusting. Finaly 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.

conjunction

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)

## **Next Steps:**



**Please read with your child regularly and try to fill in the Reading Records on GC**

**Encourage your child to speak with you daily about their learning**

**Support your child with their home learning**

**Practise spellings and arithmetic weekly**

**For any queries, please speak with your child's class teacher, and then phase leader**

**Please complete our feedback form, so we can plan other workshops for you.**

# Q&A and feedback



Please take some time to complete this short feedback form

<https://forms.gle/vhjfkKFcRDHdn5rw5>

**This will also be emailed to Year 1 and Year 2 parents**