

English Expectations

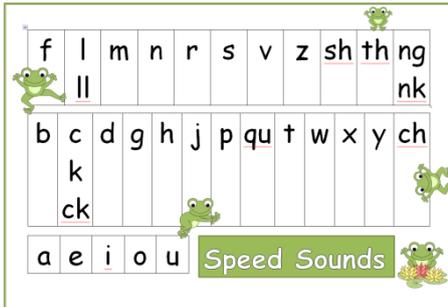
New Intake Evening 2017



Phonics Scheme of Work (Read Write Inc.)

The children are taught to recognise the sounds and then they learn how to put them together (blend) into words for reading. They are initially taught one way of representing the 44 main English sounds (phonemes) before moving on to learn the alternative spellings (graphemes). When teaching the letter sounds, it is important to remember to keep them very 'pure', to help with sound-blending later on. Please see these parental videos to help pronounce the pre sounds: <http://www.ruthmiskin.com/en/parents/>

Speed sound chart

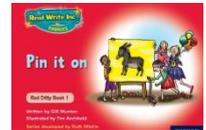


Reading for Pleasure

In addition to our phonics sessions, your child will be given a home reader book and a school library book to read at home.

The home reader books are colour coded to match the National book banding system and the phonics Read Write Inc. programme. If your child is a free reader they will only bring home a library book.

How you can help your child read at home.



DO

- Keep reading time relaxed, comfortable and fun.
- Find a quiet place, with the television turned off.
- Make it a special time together.
- Establish a routine in the day and read for 10-15 minutes
- Refer to Speed Sound charts in planners with your child and practice sounds learned so far. Remember 'Pure' sounds when practising.
- Use these sounds when sounding out and blending words in your child's reading book.
- Encourage use of 'Fred Talk' to work out unfamiliar words
- Talk about books, covers, stories, any written words around the house.
- Remember to talk about the story with your child after they have read to you.
- You can use the questions and prompts in planners to guide you.
- Join your local library together and use it regularly.

DON'T

- Don't correct too often or too quickly
- Make reading negative and pressured
- Ignore requests to read any written words
- Get worried or frustrated with slow progress
- Let young children deface or mistreat books.

Mnemonics for letters

Handwriting phrases for helping your child to form letters

m: Maisie, mountain, mountain

a: round the apple, down the leaf

s: slither down the snake

d: round his bottom, up his tall neck and down to his feet

t: down the tower, across the tower

i: down the body, dot for the head

n: down Nobby, over his net

p: down the plait and over the pirate's face

g: round her face, down her hair and give her a curl

o: all around the orange

c: curl around the caterpillar

k: down the kangaroo's body, tail and leg

u: down and under, up to the top and draw the puddle

b: down the laces to the heel, round the toe

f: down the stem and draw the leaves

e: lift off the top and scoop out the egg

l: down the long leg

h: down the head to the hooves and over his back

r: down his back and then curl over his arm

j: down his body, curl and dot

v: down a wing, up a wing

y: down a horn, up a horn and under his head

w: down, up, down, up

z: zig-zag-zig

q: round her head, up past her earrings and down her hair

x: down the arm and leg and repeat the other side



Preparing your child to write

Gross Motor Activities (Large muscle development)

- Walk forwards, backwards and sideways
- Walk on tip-toes (balance)
- Running, stopping and starting
- Climb up steps or a ladder with one foot leading
- Pivot around and around on feet
- Jump up and down on the spot on both feet
- Jump a distance
- Balance along a plank 18cms from the ground
- Balance on one leg for 4 seconds
- Crawl through a barrel or tunnel



These basic activities develop body management, balance, bodily co-ordination, strength, agility and confidence.

Fine Motor Activities

- Threading beads or pasta using thread, string or pipe cleaners.
- Button up clothes
- Cut paper following a pattern or shape
- Cutting strips of paper
- Doodle using a variety of mark making tools e.g. pens, pencils, crayons
- Painting with fingers
- Tracing then drawing vertical, horizontal and diagonal lines; moving onto circles and ovals, squares and triangles.
- Weaving with paper and thread
- Building towers with play bricks e.g. Lego
- Create a dominoes maze
- Transfer small objects from one place to another e.g. paper clips, pasta
- Practise pinching pegs
- Sorting small items e.g. Lego, shells, toy cars
- Putting jigsaw puzzles together
- Pour water from one container to another
- Manipulate play dough or salt dough

These activities promote hand-eye coordination, spatial awareness, fine motor control, accuracy, two handed coordination and manipulative strength.

Handwriting scheme of work

We aim to get all of our children joining their letters correctly by the end of Year 2. If there is a capital letter at the start of the word, we don't join that.

To begin with we will teach the children the initial letter shapes un-joined before moving on to joined letters.

Un-joined cursive letter formation

a b c d e f g h i j k l m n o p
q r s t u v w x y z
1 2 3 4 5 6 7 8 9 0

