EYFS/KS1 ACADEMIC PARENT/GUARDIAN WORKSHOP

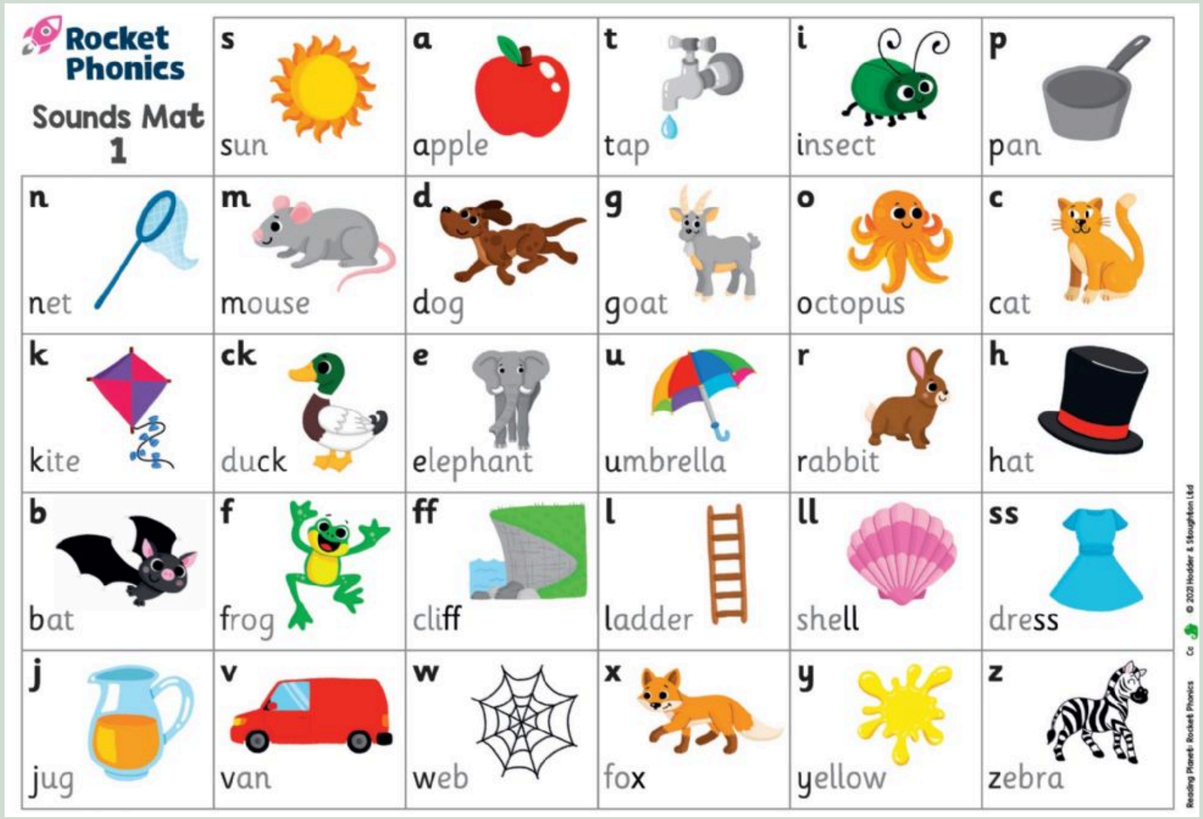


"IT IS NOT ENOUGH TO LOVE CHILDREN, THEY MUST KNOW THAT THEY ARE LOVED." - ST. JOHN BOSCO

PHONICS

Every school is mandated to follow an accredited phonics scheme.
At St Anne's, we use Rocket Phonics.

"Phonics is a method of teaching people to read and write by connecting the sounds of spoken language (phonemes) to the letters or groups of letters (graphemes) that represent them"

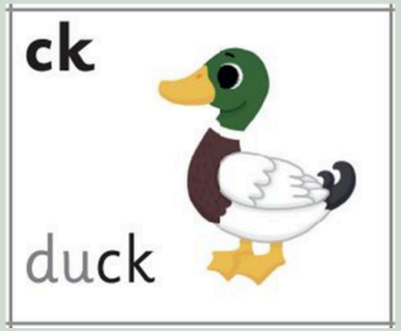


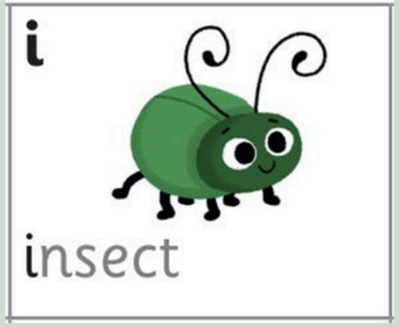
PHONICS

quacking











PHONICS

Why Phonics?

Before phonics, sight reading was used to teach children to read.
Phonics allows children to read complex and unfamiliar words by breaking each word down into individual sounds
Research has shown that phonics is much more effective than sight reading because sight reading relies on memorising each word individually whereas phonics gives children the tools to decode most words.

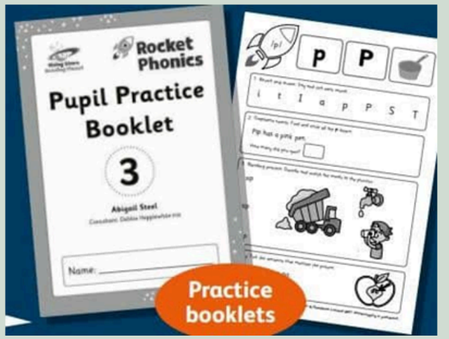
PHONICS

Rocket Phonics

- Rocket Phonics is a government approved phonics scheme.
- Sounds are taught in a specific order (not alphabetically) to help children begin to build words as early as possible
- We use Rocket Phonics flashcards, sound mats, interactive online Big Books and reading books for home to ensure consistency of resources used







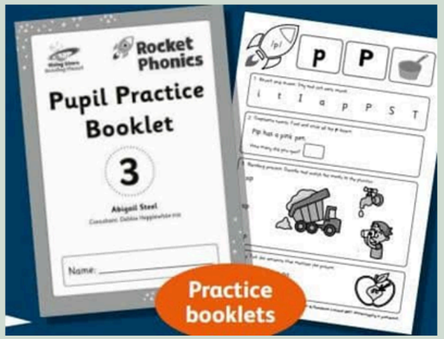
PHONICS

Blending - Sounding out unfamiliar words by blending individual letter sounds together.

Segmenting - Breaking spoken words down into separate sounds to spell them correctly.







PHONICS

Oral blending and segmenting/Phonological awareness

Children need to be able to "hear" in order to blend sounds together.

- Can children hear that "pin" begins with a p?
- Can children identify rhyming words?
- If you ask your child to touch their "h-ea-d", can they recognise this means head?

PHONICS - BLENDING

Once the children can orally blend, they can apply this skill to blend together sounds they have learnt and read simple words.

For example:

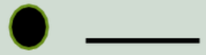
Dots for individual sounds

sat



Dashes for digraphs / trigraphs.

sigh



soap



We place sound buttons under words to help them see the sounds.

PHONICS

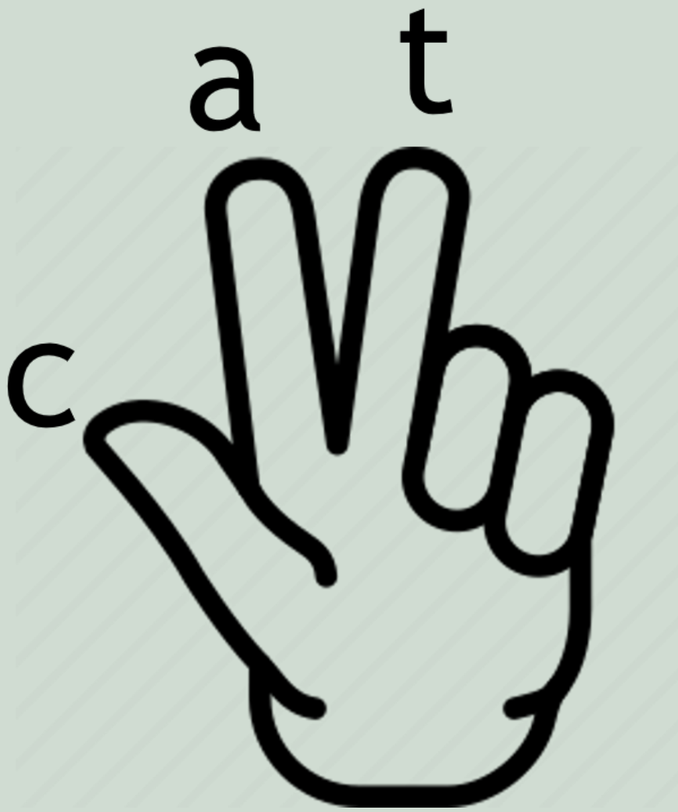
Segmenting for writing is essentially sounding a word out.

e.g cat – what sounds can we hear in cat?
c– a - t

We use the left hand to support the children with writing so that when they turn their hand toward them – the letters are facing the same way as when we write them.

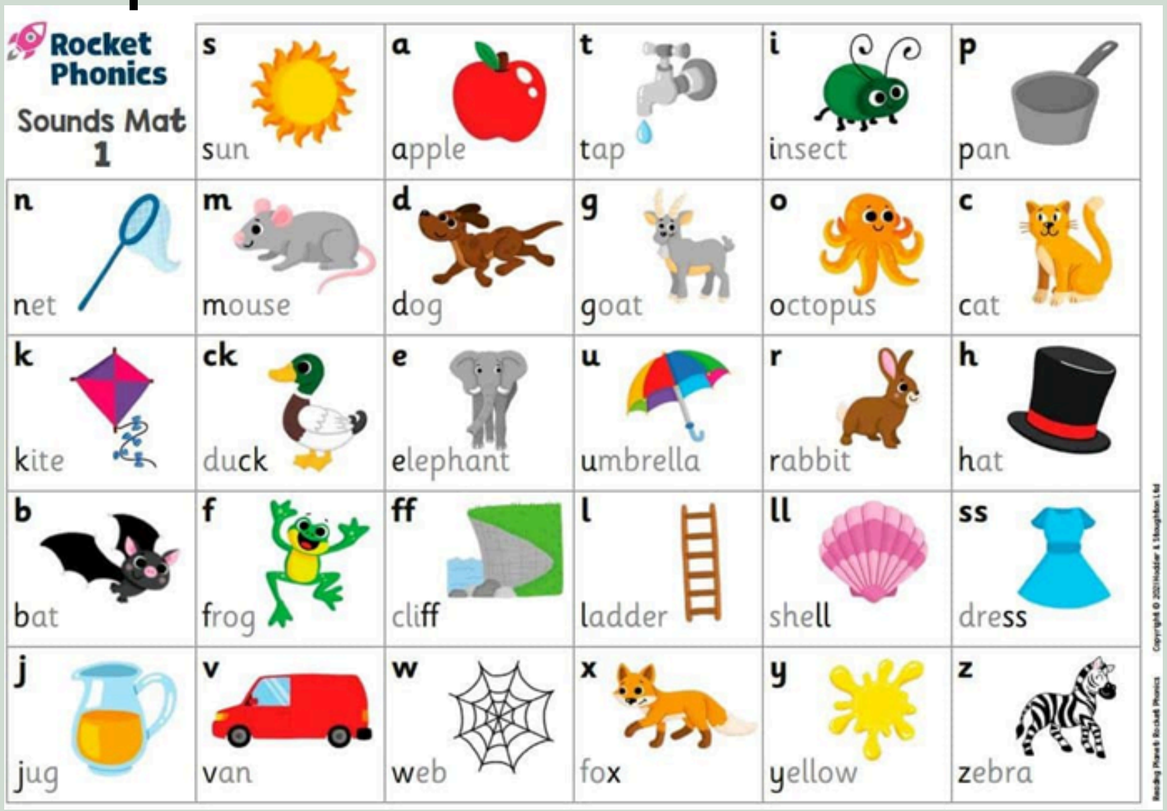
The children have sound mats in front of them to support them.

In Reception we teach the children to form their letters with a lead out so that in year 1 they have the foundations to join their letters together.



PHONICS

Reception sounds





2x per week

Single letters taught first, then digraphs (two letters to make one sound)

PHONICS

Be careful not to add the -uh sound onto the end of sounds. This is called a “schwah”
E.g “n”, not “n-uh”
n-e-t does not work with the “n-uh”

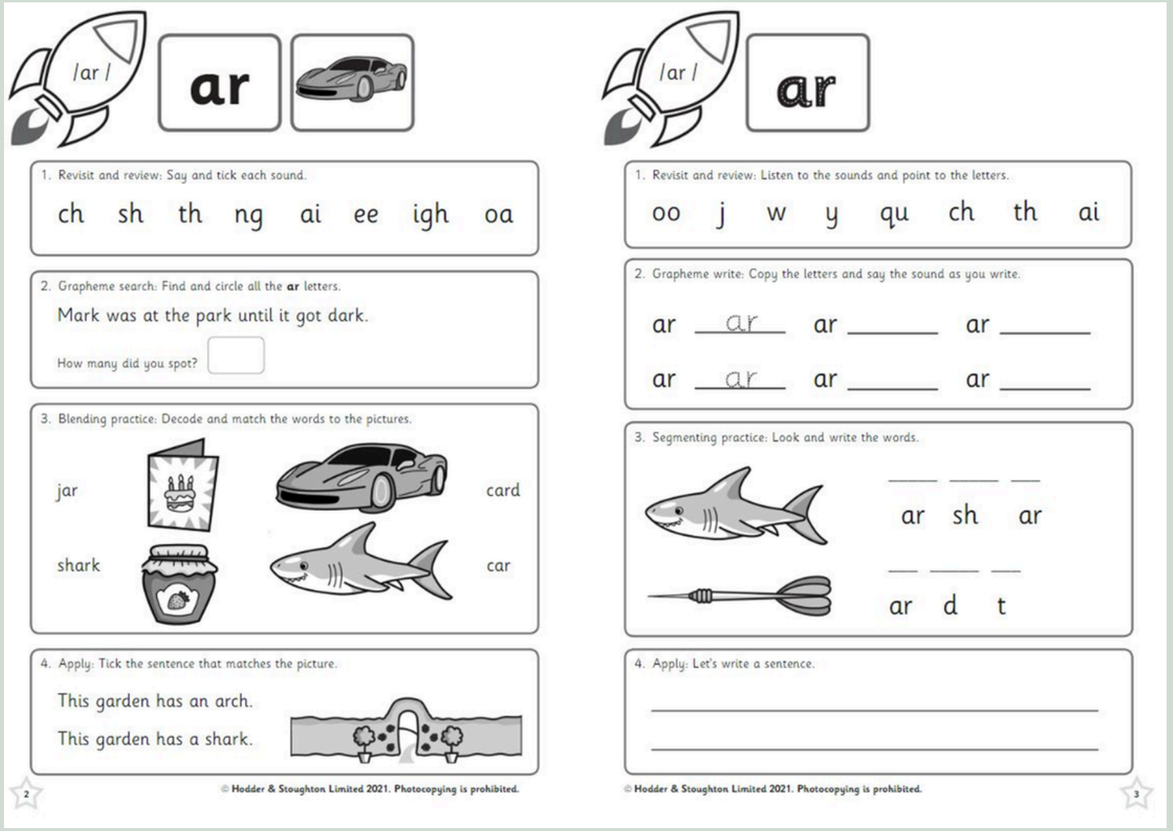
Phonics Pronunication Video Playlist



PHONICS

Pupil Practice book

Children have a blending lesson and a segmenting lesson per sound and complete the Pupil Practice book.



/ar/

ar

1. Revisit and review: Say and tick each sound.

ch sh th ng ai ee igh oa

2. Grapheme search: Find and circle all the **ar** letters.

Mark was at the park until it got dark.

How many did you spot? ☐

3. Blending practice: Decode and match the words to the pictures.

jar — card

shark — car

4. Apply: Tick the sentence that matches the picture.

This garden has an arch.

This garden has a shark.

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/ar/

ar

1. Revisit and review: Listen to the sounds and point to the letters.

oo j w y qu ch th ai

2. Grapheme write: Copy the letters and say the sound as you write.

ar ar ar ___ ar ___

ar ar ar ___ ar ___

3. Segmenting practice: Look and write the words.

___ ___ ___

ar sh ar

___ ___ ___

ar d t

4. Apply: Let's write a sentence.

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PHONICS

Tricky Words

Common words that do not follow phonics rules, these are taught explicitly once per week.

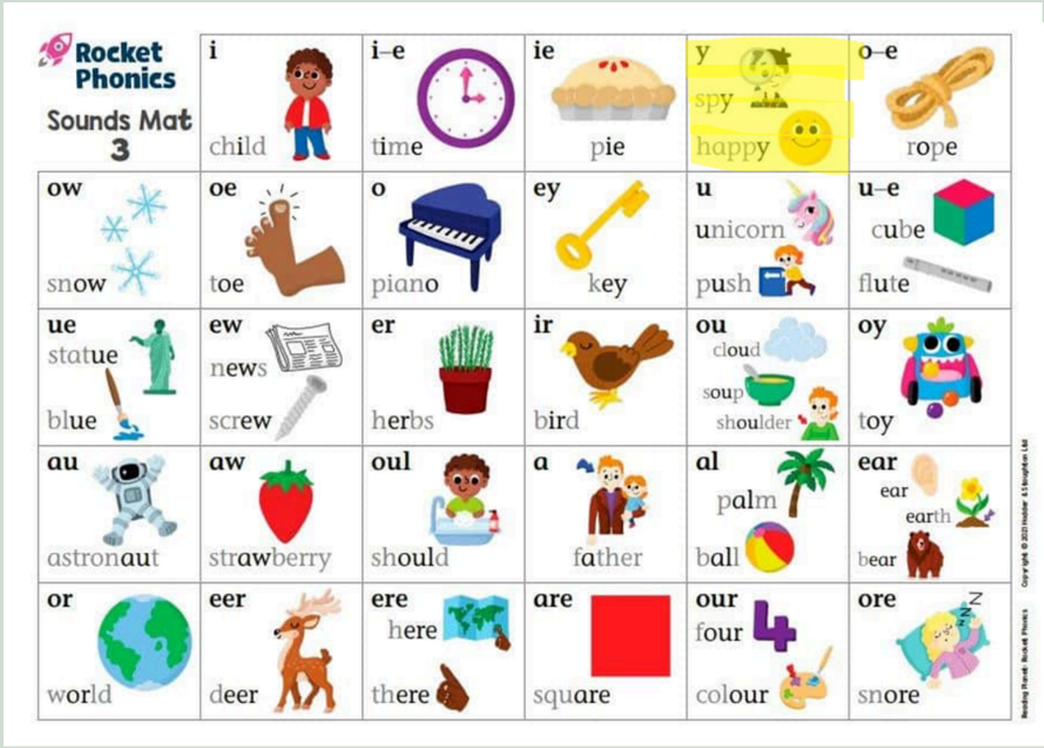
I	the	go	to
no	into	he	she
we	me	be	was
my	you	her	they
all	are	some	one
said	come	do	so
were	when	have	there
out	like	little	what

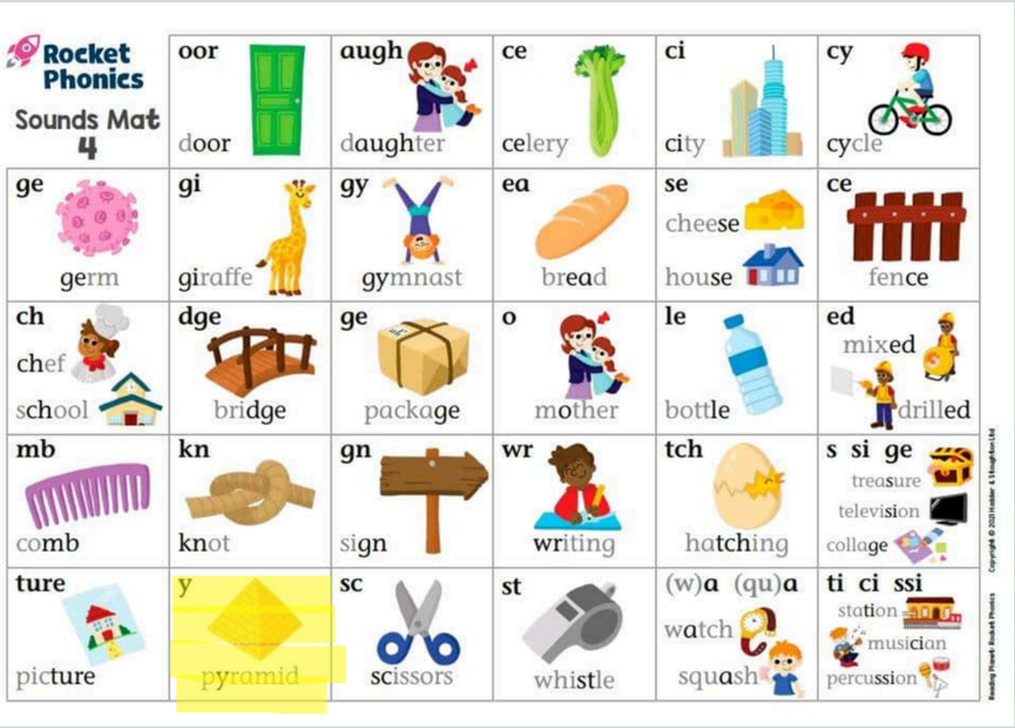
Reception ←

Year 1 →

some	one	said	come
do	so	were	when
have	there	out	like
little	what	oh	their
people	Mr Mrs	looked	called
asked	could	water	where
who	again	thought	through
many	laughed	because	any
eyes	friends	once	please

PHONICS





Year 1 Sounds

Children have 70 sounds to learn, including **alternative pronunciations.**

PHONICS

Phonics Screening Check

In June children in Year One sit the Phonics Screening Check.

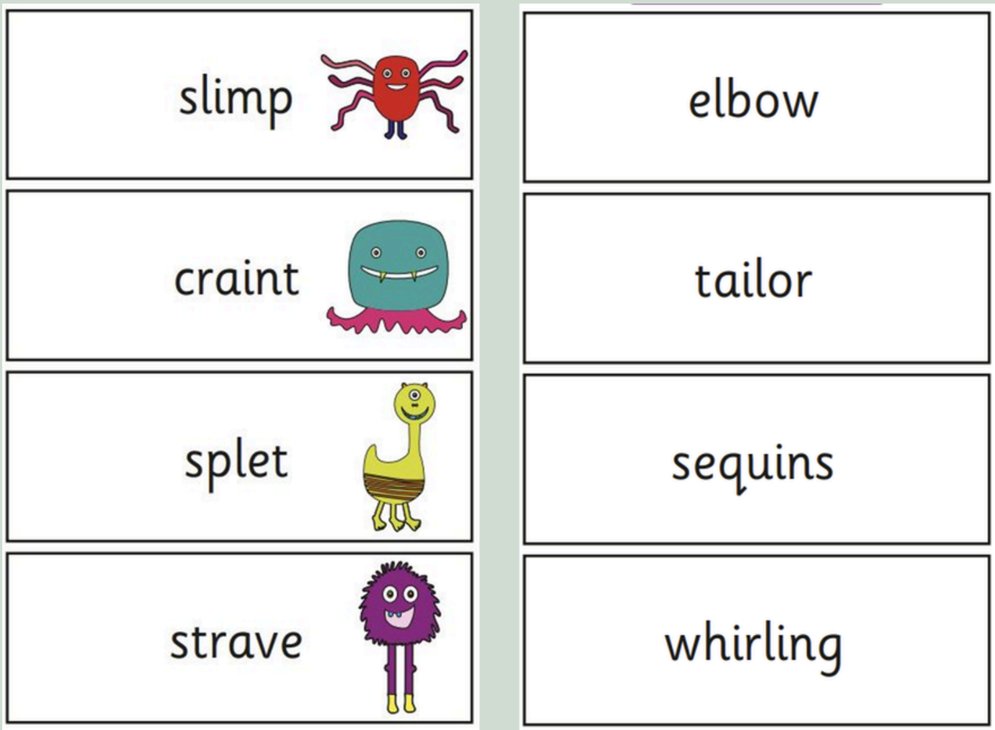
20 real words and 20 alien words

This is a compulsory national assessment.

The pass mark is usually 31/40.

If children fail the phonics screening, they will have phonic interventions and will retake the test in June of Year 2.

It's a low stake assessment and the children are not pressured.



READING IN YEAR 2

- Phonics is still ongoing, children have Phonics lessons in the Autumn term to consolidate their learning from Reception and Year 1.
- The focus moves heavily onto comprehension as children should be able to decode and read fluently.
- From September, children who are reading at the expected level get put onto accelerated reader, taking regular "star reader tests" to ensure they are reading books of the appropriate level.
- Years 2-6 use accelerated reader.

MASTER READERS
excellence after phonics

READING IN YEAR 2

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



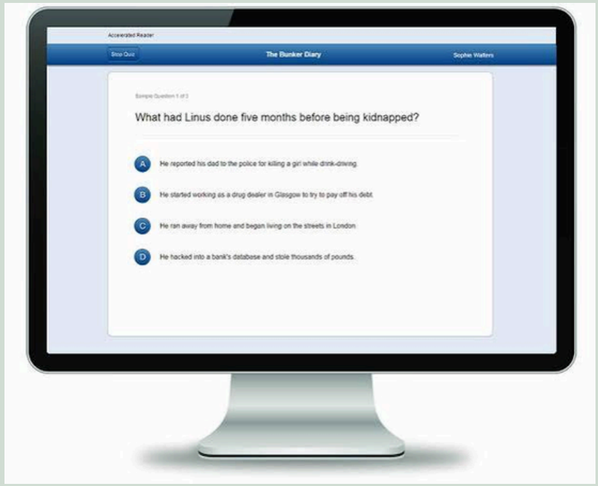
5 Why did Jasmine climb the steps?

She climbed the steps because she wanted to see the top of the picture.

1 mark

READING IN YEAR 2

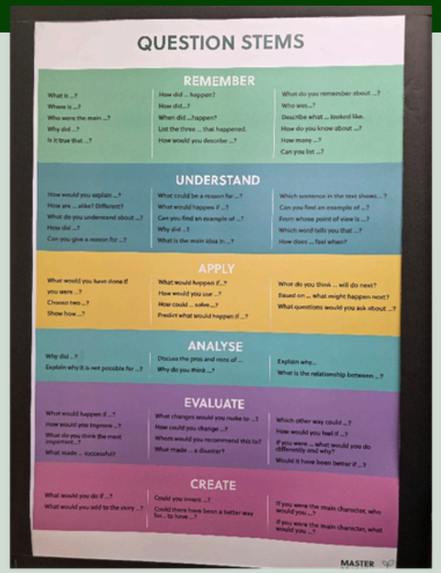
In September of Year 2, children will take a "Star Reader" test. If their reading is of a suitable level, they will take home Accelerated Reader books (denoted by a decimal number on the side of the book). Children must complete an online quiz before changing their book in school.



Accelerated Reader™

READING IN YEAR 2

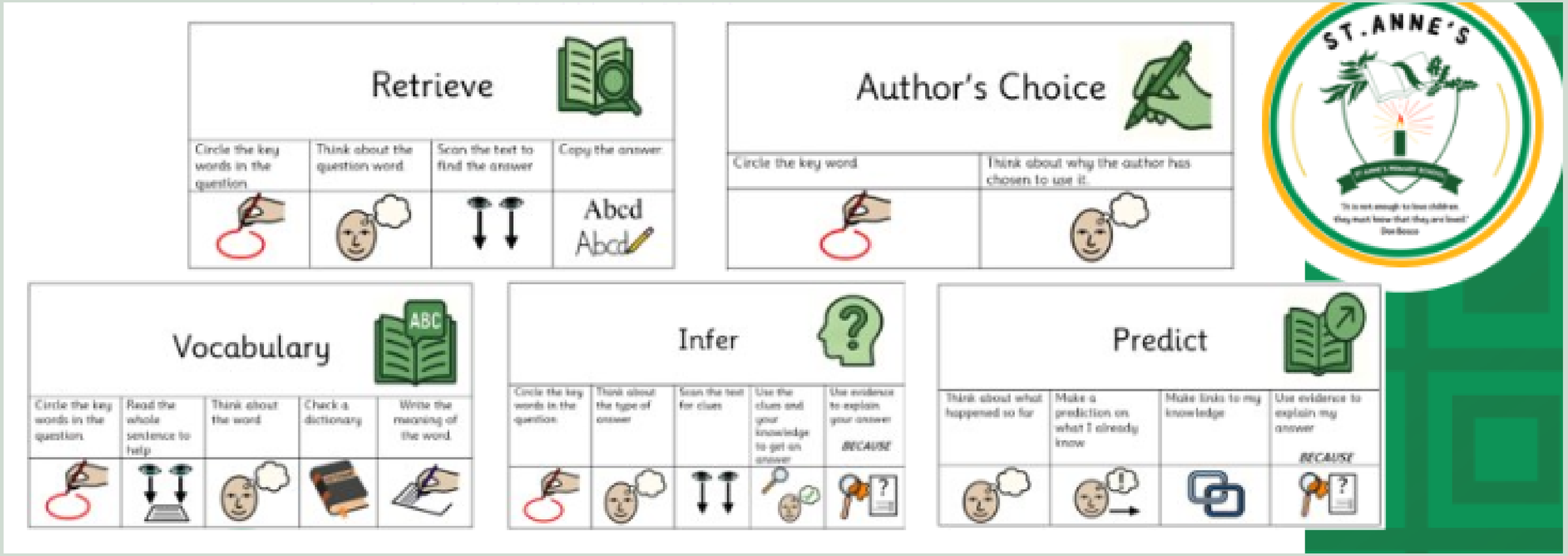
- From the spring term of Year 2 through to Year 6, children partake in a 30 minute daily reading lesson. We follow the **“Master Readers”** scheme.
- Master Readers focuses on a mastery approach to reading comprehension, focusing on key skills such as predicting, retrieving and inferring from texts.



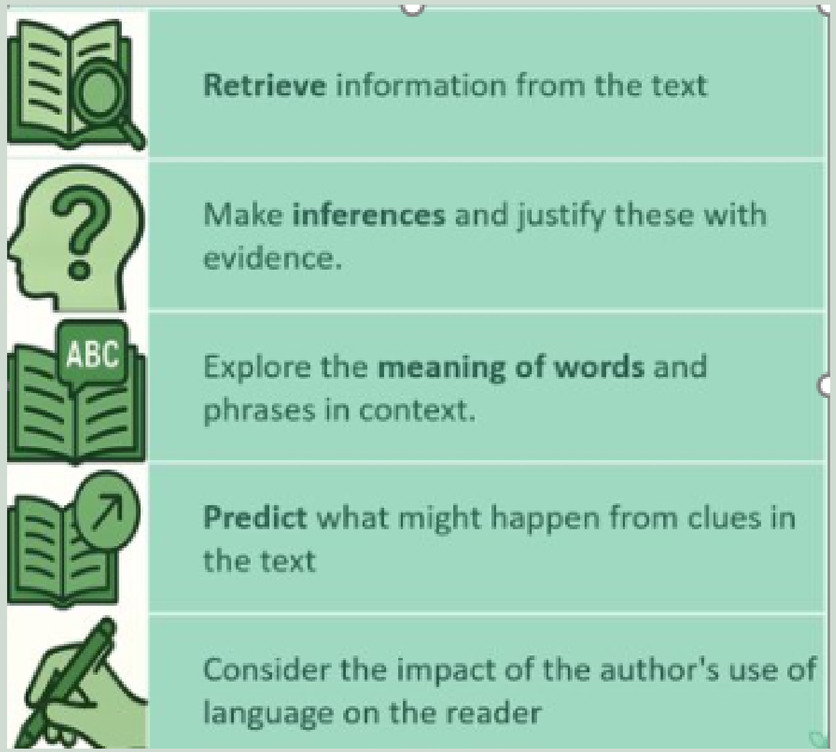
MONDAY	TUESDAY	WEDNESDAY & THURSDAY	FRIDAY
Whole class shared reading of chosen text	Book Club	Visual Starter Comprehension Questions	Review

	Question Types	Number of questions per lesson
Year 2	Week A Retrieve, Inference, Explanation (Vocabulary) Week B Retrieve, Predict, Authors Choice	3 questions

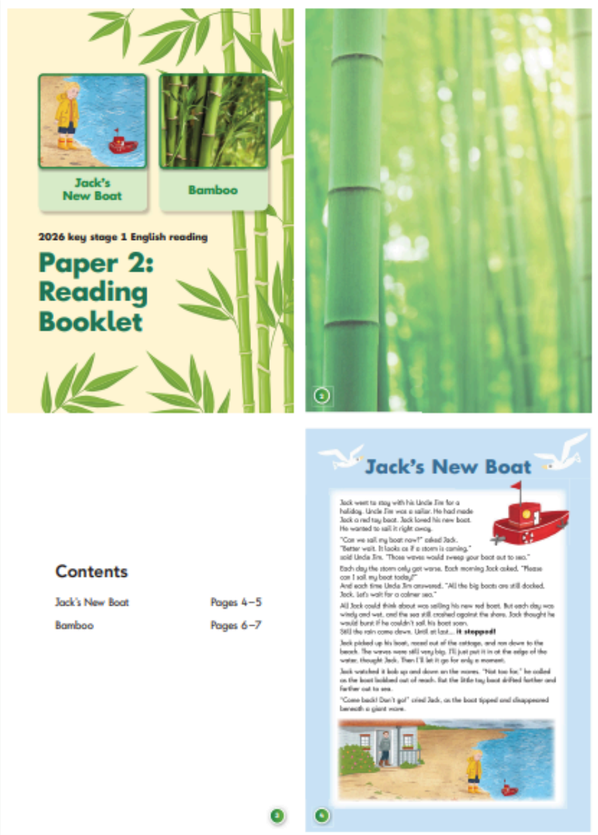
READING IN YEAR 2



READING IN YEAR 2



READING IN YEAR 2





(pages 4–5)

9 Think about the **whole** story.

Number the following from 1 to 4 to show the order things happen in the story.

- The boat disappeared beneath a wave. ☐
- Uncle Jim said they could fix Jack's boat. ☐
- Uncle Jim told Jack that a storm was coming. ☐
- Jack took his boat to the beach. ☐

END OF KS1 READING EXPECTATIONS

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate[1] books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2]
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Working at greater depth

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

END OF KS1 READING EXPECTATION

Working towards the expected standard
From 3 minutes



END OF KS1 READING EXPECTATIONS

Working at the expected standard.



END OF KS1 READING EXPECTATIONS

Working at greater depth
From 3:20



MATHS - YEAR 1

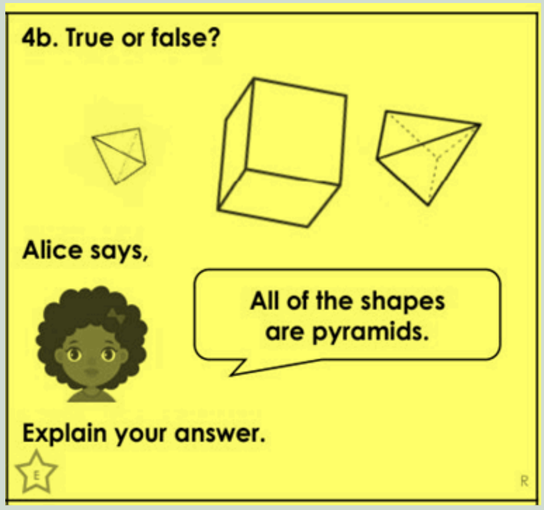
Textbook A		Textbook B		Textbook C	
Week 1	Unit 1: Numbers to 100 17 Lessons	Week 1	Unit 5: Money 10 Lessons	Week 1	Unit 10: Fractions 12 Lessons
Week 2		Week 2		Week 2	
Week 3		Week 3	Unit 6: Multiplication and division (1) 8 Lessons	Week 3	Unit 11: Time 5 Lessons
Week 4	Unit 2: Addition and subtraction (1) 13 Lessons	Week 4		Week 4	Unit 12: Problem solving and efficient methods 11 Lessons
Week 5		Week 5	Unit 7: Multiplication and division (2) 10 Lessons	Week 5	
Week 6		Week 6		Week 6	
Week 7	Unit 3: Addition and subtraction (2) 12 Lessons	Week 7	Unit 8: Length and height 5 Lessons	Week 7	Unit 13: Position and direction 5 Lessons
Week 8		Week 8	Unit 9: Mass, capacity and temperature 8 Lessons	Week 8	Unit 14: Statistics 7 Lessons
Week 9	Unit 4: Properties of shapes 12 Lessons	Week 9		Week 9	
Week 10		Week 10		Week 10	
Week 11		Week 11		Week 11	

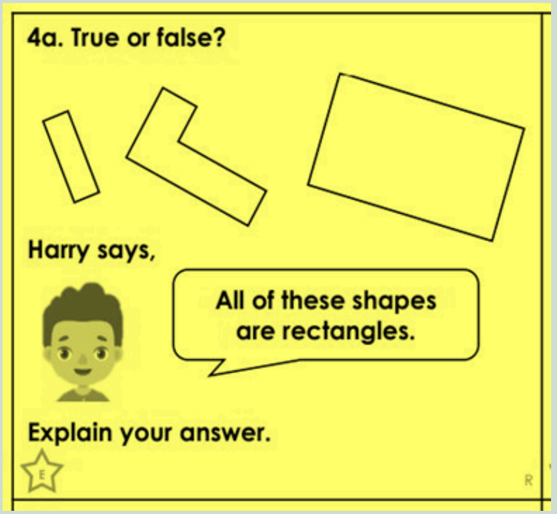
MATHS - YEAR 2

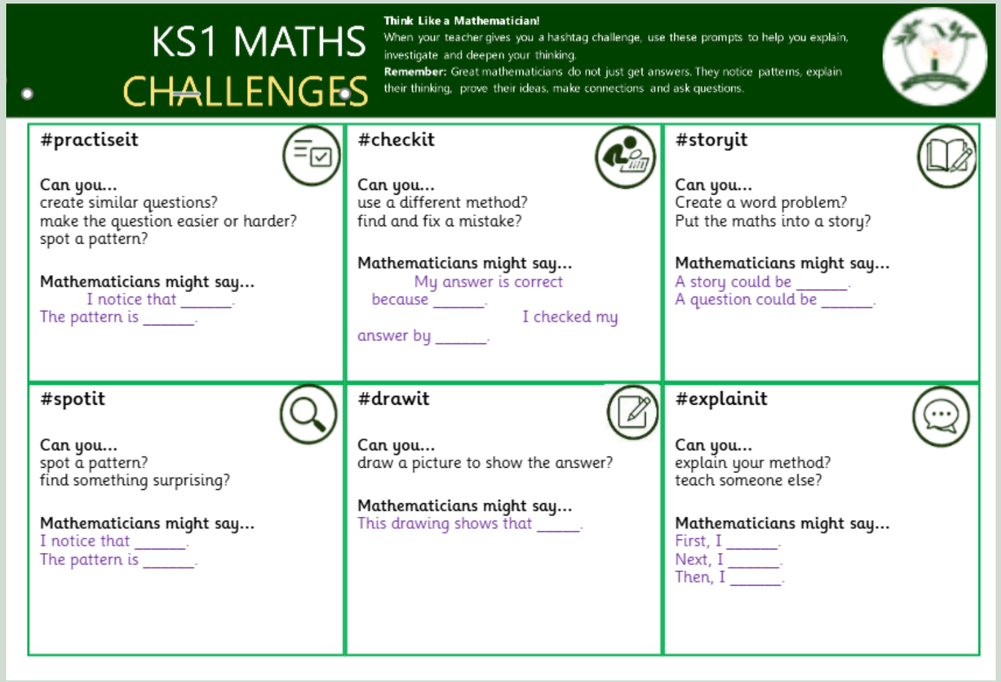
Week 1	Unit 1: Numbers to 100 17 Lessons / 17 Days	Week 1	Unit 5: Money 10 Lessons / 10 Days	Week 1	Unit 10: Fractions 12 Lessons / 12 Days
Week 2		Week 2		Week 2	
Week 3		Week 3	Unit 6: Multiplication and division (1) 8 Lessons / 8 Days	Week 3	Unit 11: Time 5 Lessons / 5 Days
Week 4	Unit 2: Addition and subtraction (1) 13 Lessons / 13 Days	Week 4		Week 4	Unit 12: Problem solving and efficient methods 11 Lessons / 11 Days
Week 5		Week 5	Unit 7: Multiplication and division (2) 10 Lessons / 10 Days	Week 5	
Week 6		Week 6		Week 6	
Week 7	Unit 3: Addition and subtraction (2) 12 Lessons / 12 Days	Week 7	Unit 8: Length and height 5 Lessons / 5 Days	Week 7	Unit 13: Position and direction 5 Lessons / 5 Days
Week 8		Week 8	Unit 9: Mass, capacity and temperature 8 Lessons / 8 Days	Week 8	Unit 14: Statistics 7 Lessons / 7 Days
Week 9		Week 9		Week 9	
Week 10	Unit 4: Properties of shapes 12 Lessons / 12 Days	Week 10		Week 10	

CHALLENGE

- Yellow challenges are available in every lesson from Year 1 Spring term until Year 6 for children who grasp the key knowledge easily.
- We use hashtags where children have to "go deeper" into an answer, using their reasoning and problem solving skills.

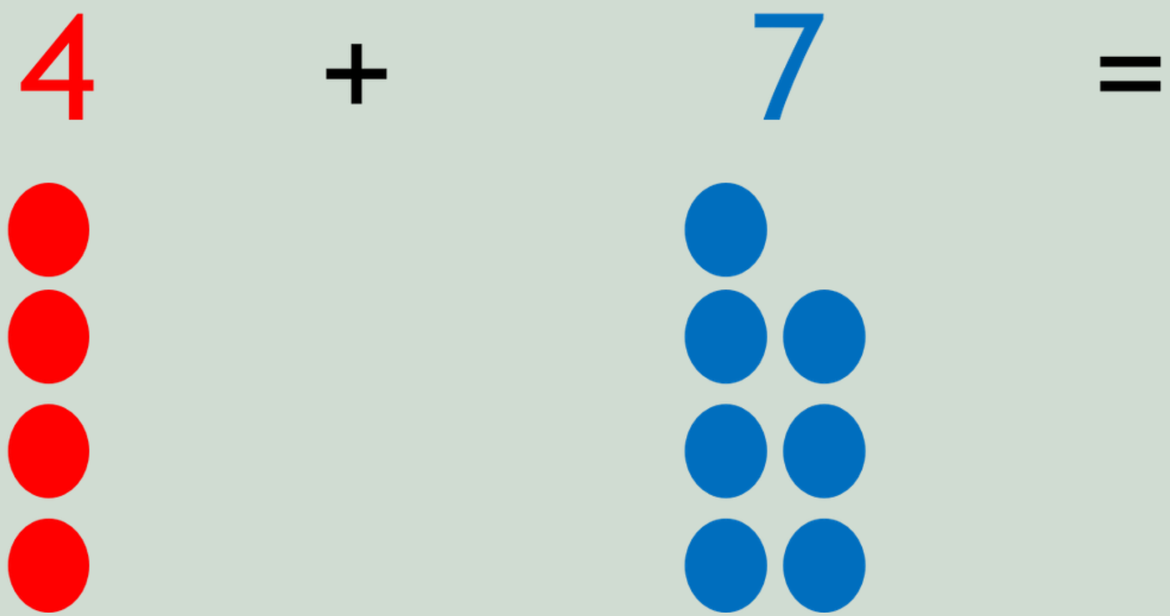






MATHS METHODS KS1

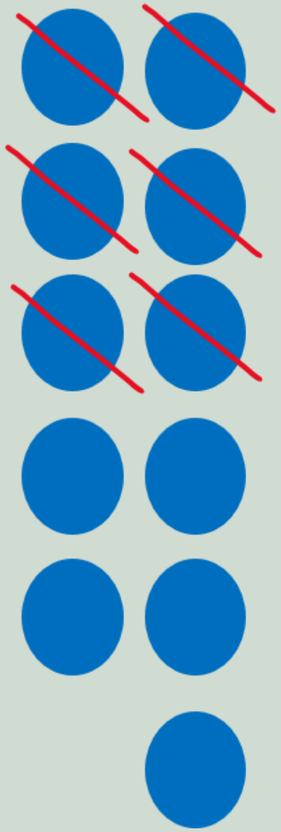
Adding and Subtracting Year 1



MATHS METHODS KS1

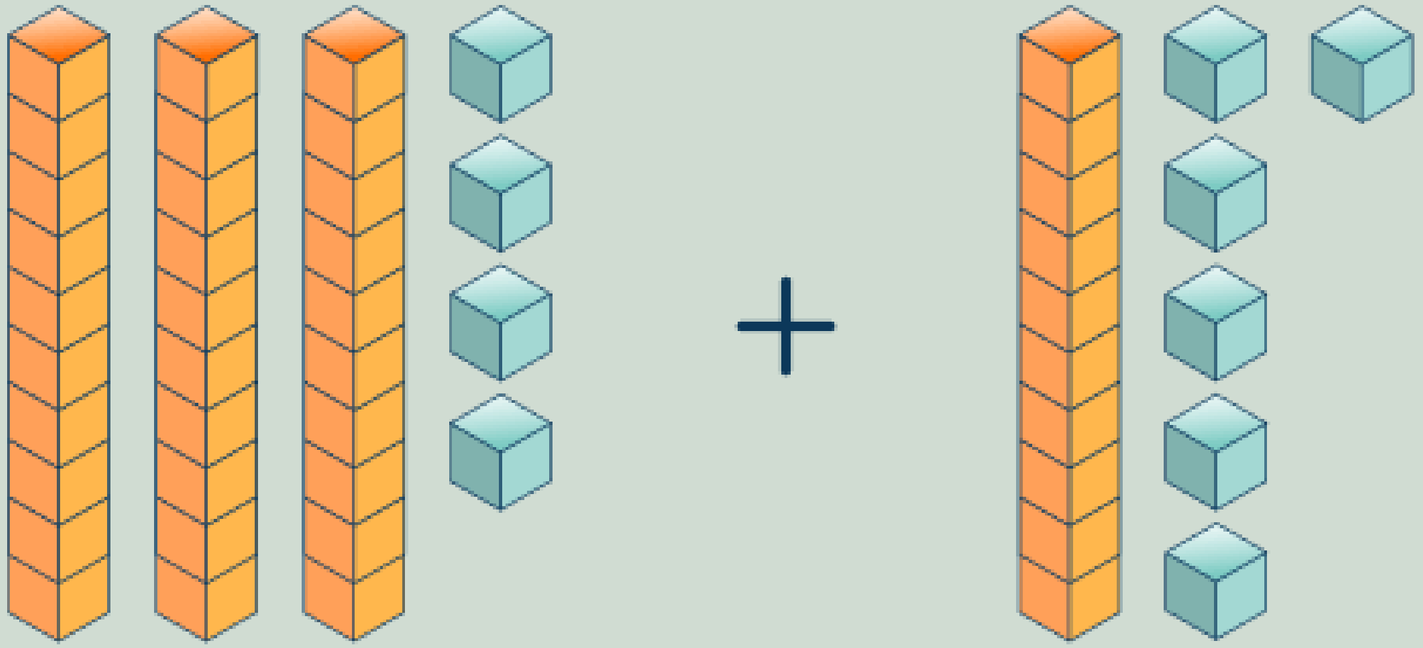
Adding and Subtracting Year 1

11 – 6 =



MATHS METHODS KS1

Adding Year 2

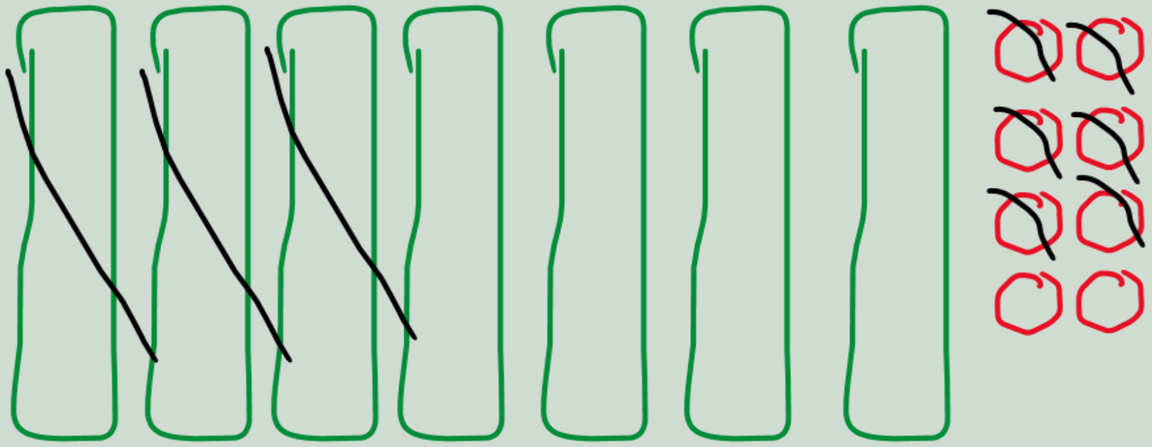


34 + 16

MATHS METHODS KS1

Adding Year 2

78 - 36 =



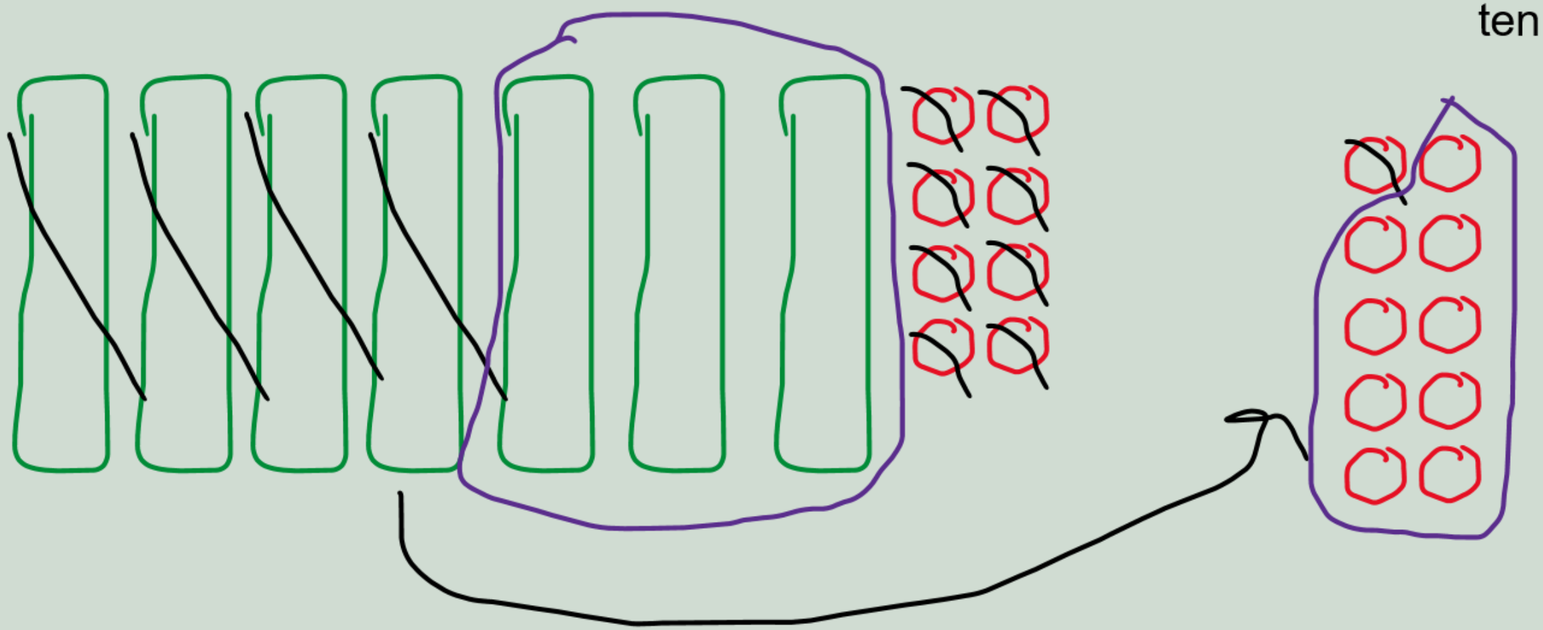
MATHS METHODS KS1

Adding Year 2

78 - 39 = 39

We only have 8 ones in 78, but we need to subtract 9 ones from the number 39.

So, we need to **exchange** one ten into **ten ones.**



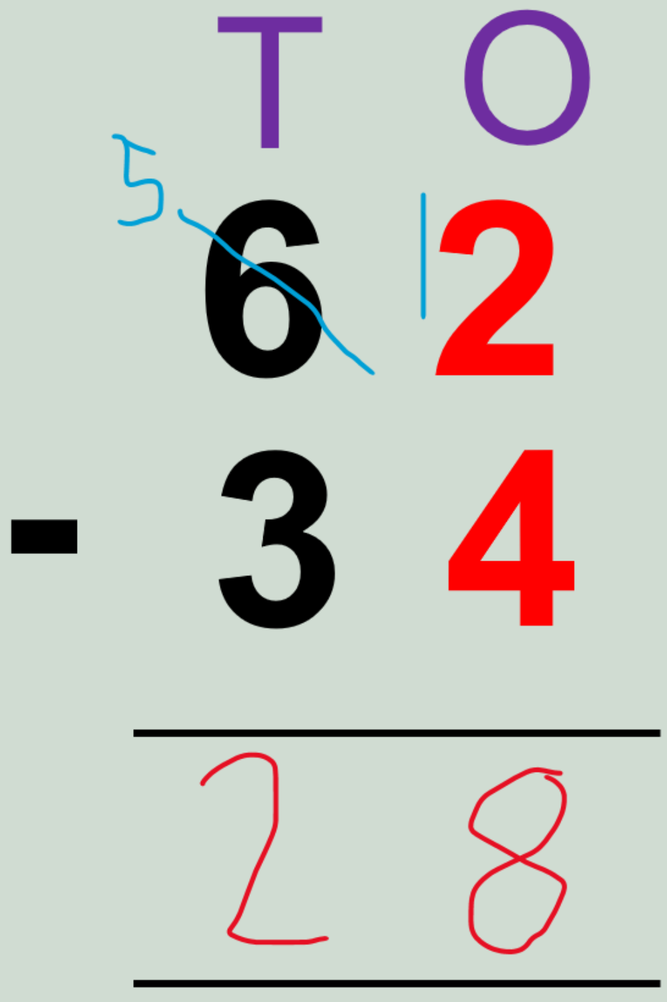
MATHS METHODS KS1

Children are taught the column method in summer term, ready for KS2.

	T	O
	6	8
-	3	4
	3	4

	T	O
	7	5
+	2	2
	9	7

MATHS METHODS KS1



This time, we have 2 ones – 4 ones which we can't do.

We have to move into the tens column to exchange **one** ten for ten ones.

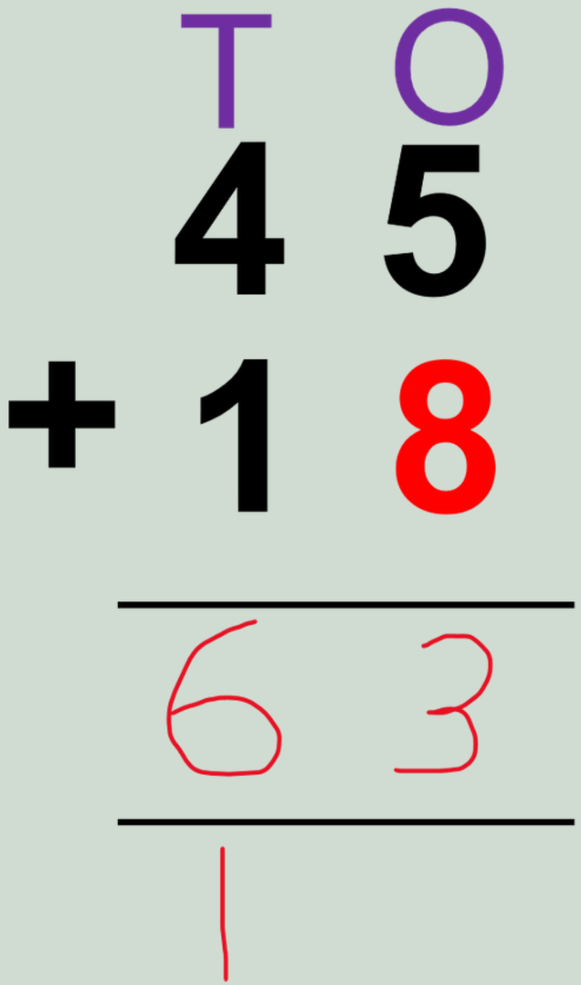
We have moved one ten into the ones column. So we are left with 5 ones.

2 ones + the 10 we got from the tens column = 12.

12 – 4 = 8

5 tens – 3 tens = 2 tens.

MATHS METHODS KS1



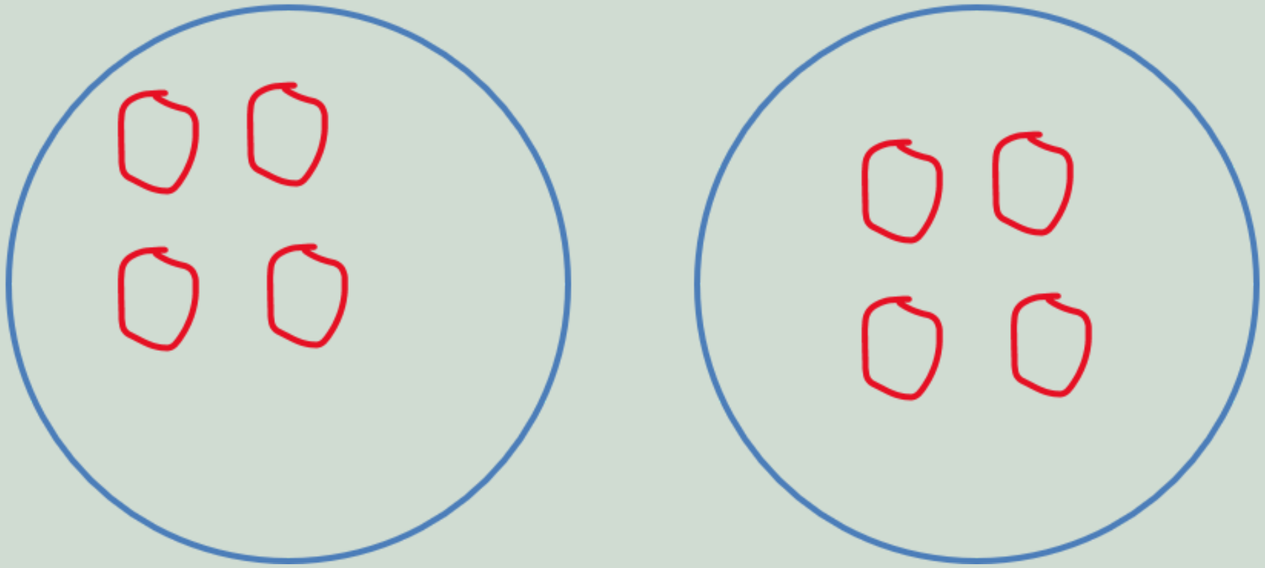
Sometimes, the ones digit bridges 10.

5 + 3 = 13. The 1 digit in 13 represents 10 so goes in the tens column.

4 tens + 1 ten + 1 ten = 6 tens.

MATHS METHODS KS1

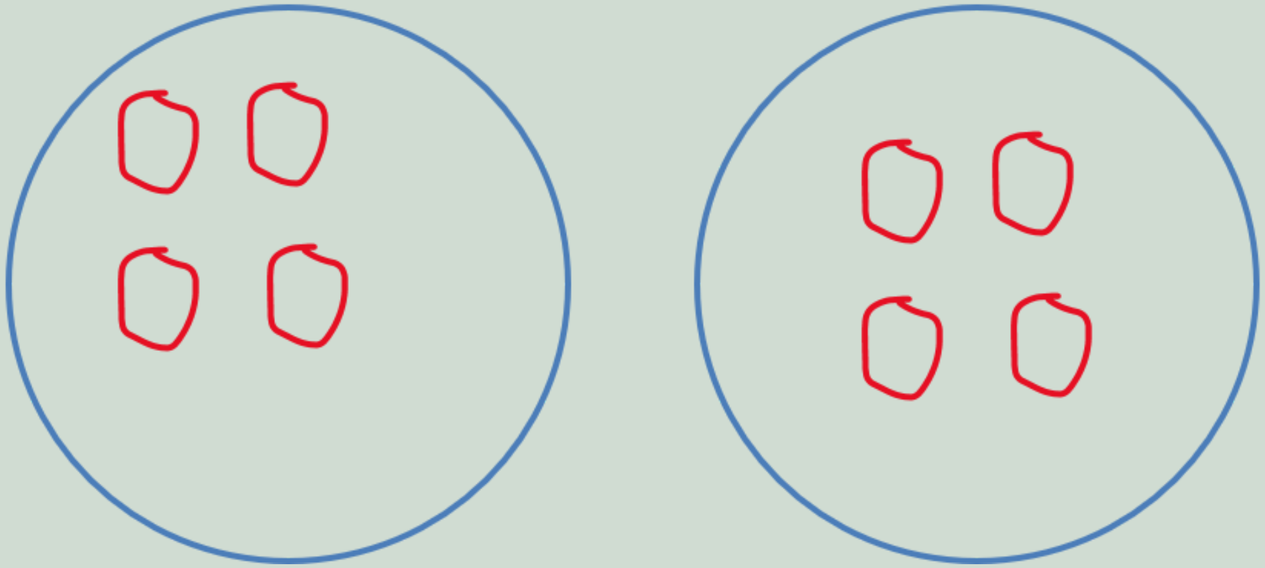
2 x 4 = 8



We use the term “groups of” in Year 1. In Year 2, we introduce the word “multiply” and “times”.

MATHS METHODS KS1

2 x 4 = 8

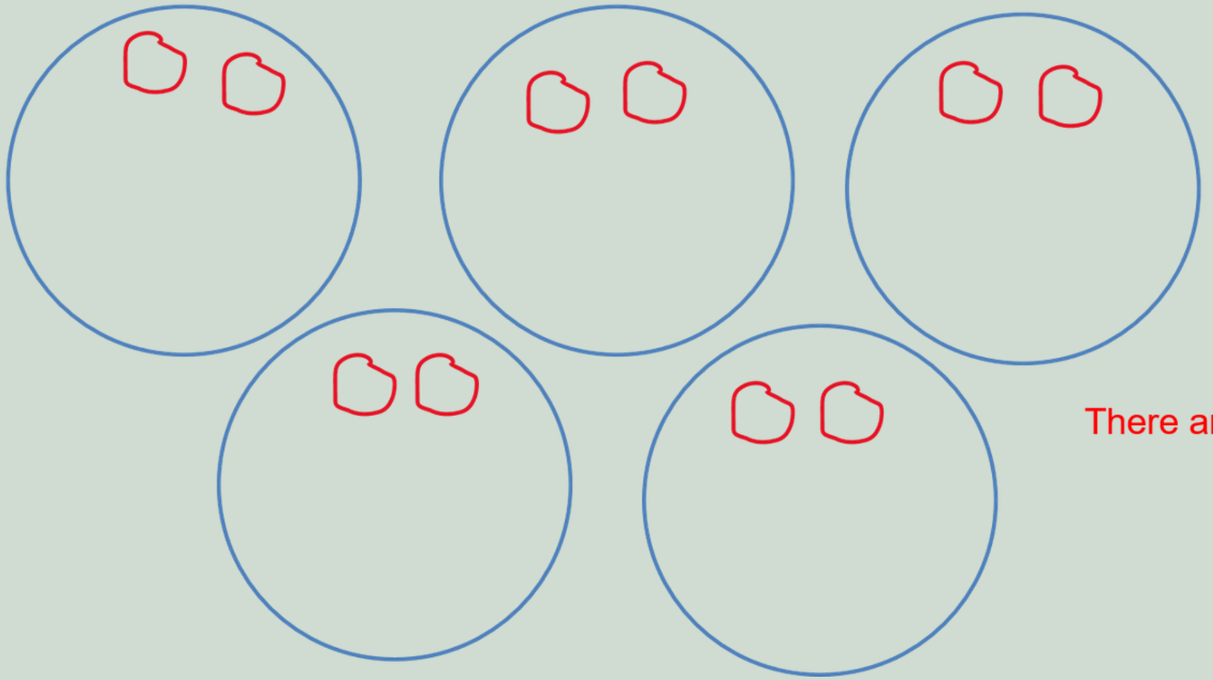


We use the term “groups of” in Year 1. In Year 2, we introduce the word “multiply” and “times”.

MATHS METHODS KS1

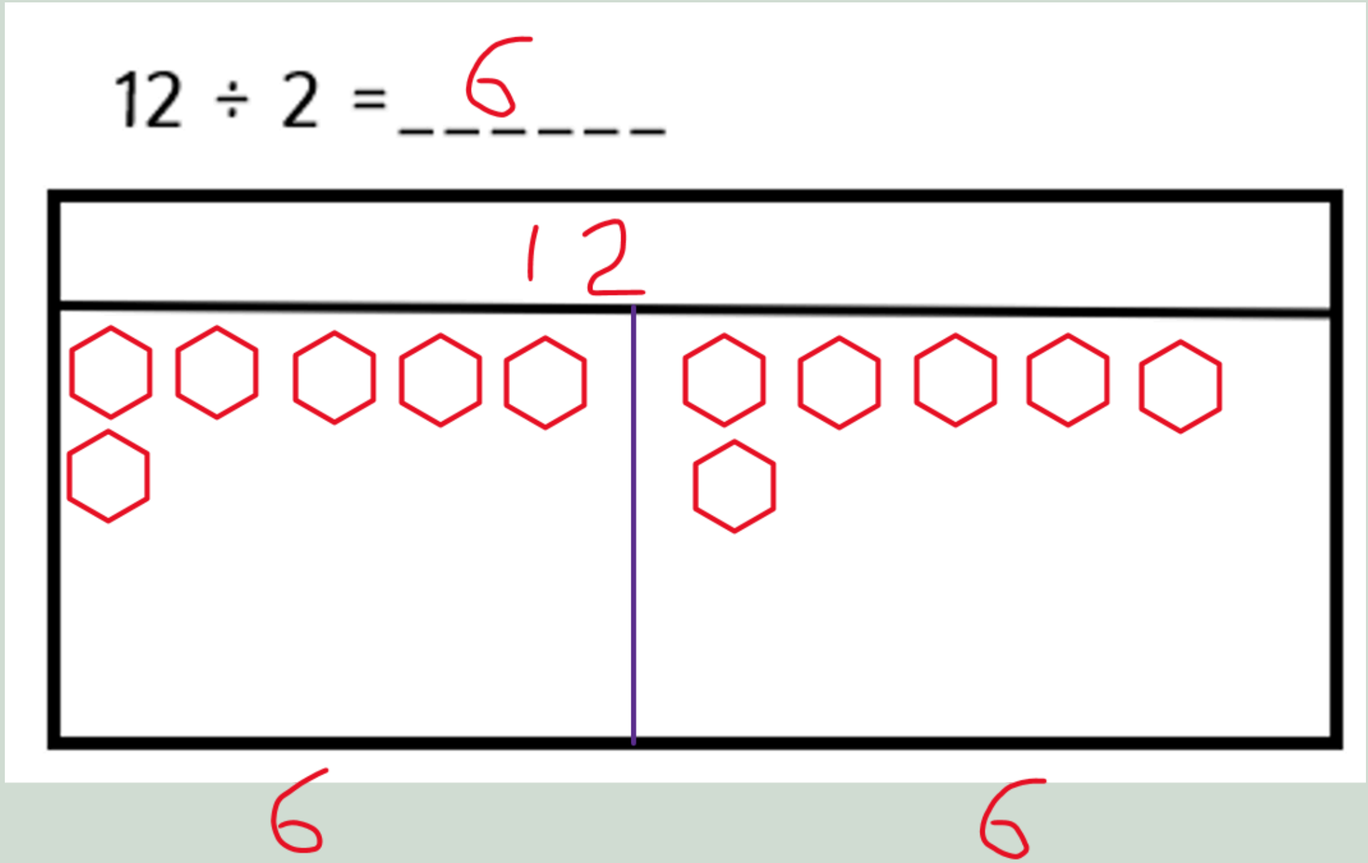
10 ÷ 5 = 2

We use the term “shared into groups” in Year 1. In Year 2, we introduce the word “divide”.



There are 2 in each group.

MATHS METHODS KS1



MATHS END OF KS1 EXPECTATION

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources[1] to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)
- recall at least four of the six[2] number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

[1] For example, base 10 apparatus.

[2] Key number bonds to 10 are: 0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5.

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10 then 17 + 3 = 20; if 7 – 3 = 4 then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

* The scale can be in the form of a number line or a practical measuring situation.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ☐ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

* The scale can be in the form of a number line or a practical measuring situation.

MATHS RESOURCES

