

Handwriting at Year 1

Your child will have learnt to form their letters correctly as part of the Read Write Inc sessions in the Foundation Stage. In Year 1, we continually assess children on their handwriting and any incorrect letter formation is quickly picked up on and corrected.

We have provided, with this leaflet, the rhymes we use when teaching letter formation with guidance on direction and starting points on letters. Please use this at home if you notice your child is struggling with letter formation when completing their homework as it will mirror what we are doing in class.



Helping Your Child to Read and Spell at Home Year 1 2017-2018



Reading

Reading is one of the most important things you can do to help your child succeed. Research evidence shows that your involvement in your child's reading and learning is more important than anything else in helping them to fulfil their potential.

“To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.” (A. C. Grayling)

“Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued” (Clark and Rumbold, 2006).

Sharing stories at Year 1 is just as important as hearing your child read their stage book.

We will send home library books as well as stage books to promote this. Sharing books that are beyond your child's reading ability introduces them to new vocabulary and promotes a love of reading.

Year 1 Autumn 1	of, to, is, that, the, my, by, then, with, has, his, her, go, do, so, me, be, he, we, she,
Year 1 Autumn 2	see, go, some, have, are, take, see, one, two, three, all, call, you, saw, for, out, was, went, I'm, them, from, said, back, old, too, off, will, our
Year 1 Spring 1	time, like, made, make, were, what, look, could, four, five, Mrs, Mr, I'll, don't, little, there, down, into, came, live, away, next, new, after
Year 1 Spring 2	today, when, about, come, seven, eight, nine, now, us, last, it's, children, called, their, because, once, other, very, over, put, eleven, twelve, your, asked
Year 1 Summer 1	people, looked, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty Recap and consolidate all 'red word'
Year 1 Summer 2	Recap and consolidate all 'red word' spellings taught this year. Recap and consolidate Year 1 Spelling Rules for prefixes and suffixes (-s, -es, -ing, -ed, -er, -est, un-)

Spelling

After Christmas, if we have concerns that your child will not reach the expected level at the end of Year 1, we will send home an extra spelling support pack. Details of this will follow if and when necessary.

On the next page are the spellings your child will receive over the course of the year as homework. They cover our Highwoods expectations for high frequency words in Year 1.

Reading

At Highwoods we use the "Read Write Inc" programme for teaching reading. On this scheme, the expected progress is as follows:

On entry to Year 1—green/purple

On entry to Spring Term—pink/orange

On entry to Summer Term—yellow/blue

If your child is assessed as not meeting these expectations, we will inform you by means of a letter which will include advice of how you can help them catch up. In school, they will be supported through intervention groups.



Reading

What sort of things do I write in the reading record?

The following list is not an exhaustive list but offers suggestions that may be appropriate. It is very important to remember that the enjoyment factor is always worth commenting on.

Parents are not expected to comment on each of the following areas after each reading session!

- How enthusiastic is the child about the choice of book?
- Can the child remember the story so far?
- Is the child reading using only the pictures for clues?
- Does your child understand that the words they are reading mean something?
- Can the child read words out of context, e.g. when you point to a word without reading the whole sentence?
- Is the child confident to attempt new words?
- What reading strategies is your child using, e.g. sounds, use of the picture, use of the context?
- Can the child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making, e.g. words ending in "ed" or starting in "sh"?
- Does the child recognise mistakes and self-correct?
- Is the child recognising many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?

Spelling

Spelling Homework

Each week, all children will receive 4 words to learn for spelling homework. This will take the form of a list to learn with 4 spaces to write each word. There will be a challenge activity to write the words in sentences. Homework will be acknowledged by a sticker or stamp. Your support with this is greatly appreciated.

Your child will not be tested on the 4 words for weekly homework but they will be using these spellings for daily spelling activities in class.



Reading and Spelling Systems at School

Reading Reward Schemes

Last year, our children took part in the 'Reading Rocket' scheme. This year, we will be launching the 'Solar System' challenge. More details to follow at a later date.

The Library

Children visit the school library twice each week to change their stage books and their library books.



Reading

Reading must be enjoyed to gain maximum benefit:

- Avoid confrontation.
- Offer alternative reading material e.g. internet access, magazines in which the children have an interest. Non-fiction often appeals to boys more than fiction.
- Encourage reading at different times of the day or week.
- Buy / borrow CDs from the library to encourage a love of language. Listen to stories on journeys, at bedtime, etc.
- Share reading activities and interact with the text together. For example, work together on the internet to book a holiday, explore a football team website, etc.
- Share any problems with the teacher and ask for ideas.



Reading

Hearing your child read at home, even if it is just 5 minutes each day, can have a considerable impact on progress. 5 mins every day can be 155 minutes each month!

When you do hear your child read, please make a note of this in their reading record. We will write in reading records every time your child reads in class.



Reading and Spelling Systems at School

Bookflash

Each week, children volunteer to verbally recommend a book they have read in front of the whole class. Most recommendations have taken the form of a verbal presentation but can be in any form a child wishes to present.

