

Meet The Teacher

Year 1 & 2, Owls

Miss Biddle and Mrs Fricker



A day in Owls class...

What does it look like?

Exploring/investigating
Outdoor learning

A love for reading

Exciting learning opportunities

Challenge

High expectations
Risk-taking environment



A day in Owls class...

Our day starts at 8:40, please be as punctual as you can.

Our learning builds on day by day.

Phonics

- Phonics is taught daily following our Little Wandle; Letters & Sounds programme & forms part of our spelling lessons.
- Phonics is the processes of reading and writing through segmenting and blending.
- We learn the phonemes (the sounds that are made) and the graphemes (the way the sounds are written).
- We have words which can be segmented and words which can not. These are known as Tricky words. We try and encourage children to recognise parts of the word they already know.
- Year 1 phonic screening- June 2024
- Little Wandle ebooks

Phonics & Early Reading



We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



Phonics sessions 5x a week-
Revisit/Teach/Practise/Apply
Writing Application- Friday

Reading opportunities

- Each child will have 3x Reading practise sessions- using Collins big cat group sets [5 books per group]
- Sharing book sent home with children
- E-learning books for home learning set by class teacher.

Keep up sessions

Individual children are targeted for keep up with trained adults outside of phonics lessons.

Reading practise sessions follow:

- Fluency
- Prosody
- Comprehension

Children grouped by phase.

Assessment

Children are placement assessed every half term. This data is monitored by the phonics lead and gaps are identified by the class teacher for catch up/keep up sessions.

Catch up phonics

Children will receive a phonics session in the morning and afternoon to ensure gaps in learning are met.

Spelling

As phonics is embedded, we move onto spelling in Year 2

Children practise spelling homophones (words that sound the same but spelled differently) and poly-syllabic words (words with more than 1 syllable).

There is constant assessment and recording of the children's spelling.

On the following slide is examples of how we teach spellings.

There is a handout with all the spellings the children will learn by the end of Year 1 & 2.

Top Ten ways to learn a spelling

1 Break it into sounds eg



2 Break it into syllables eg



3 Break it into root words and affixes eg



4 Use a mnemonic eg



5 Use your knowledge of word roots eg



6 Use word families eg



WOULD
SHOULD
COULD

7 See words within words eg

a friend to the end
a rat in separate



8 Use spelling rules eg



9 By sight - learn the shape of the word eg



Look, Cover, Remember, Write, Check

10 By movement - get used to writing the word with your finger, a pen, in the air. eg



Reading Strands (skills)

1. **Word reading** • What word is that? How do you read the contraction I'm?
2. **Engagement with a range of texts** • Have you done/seen that before? What do you think that word means?
3. **Literal understanding and retrieval** • Can you tell me what has happened? Can you find ...?
4. **Inferential understanding** • What do you think is going to happen next? How do you think they are feeling in that picture?
5. **Author's intent** • Can you find the words that rhyme? Are there any phrases that are predictable?

Handwriting

The beginning of our handwriting journey- fine/gross motor activities 'funky fingers'.

We unpick how letters are formed and teach pre-cursive leading into cursive.

We begin with hand warm up videos, make sure we are sitting correctly and then practice in our handwriting books.

To achieve expected standard in Year 2 there is an expectation of correct letter formation and size.

SPAG [Spelling Punctuation and Grammar]

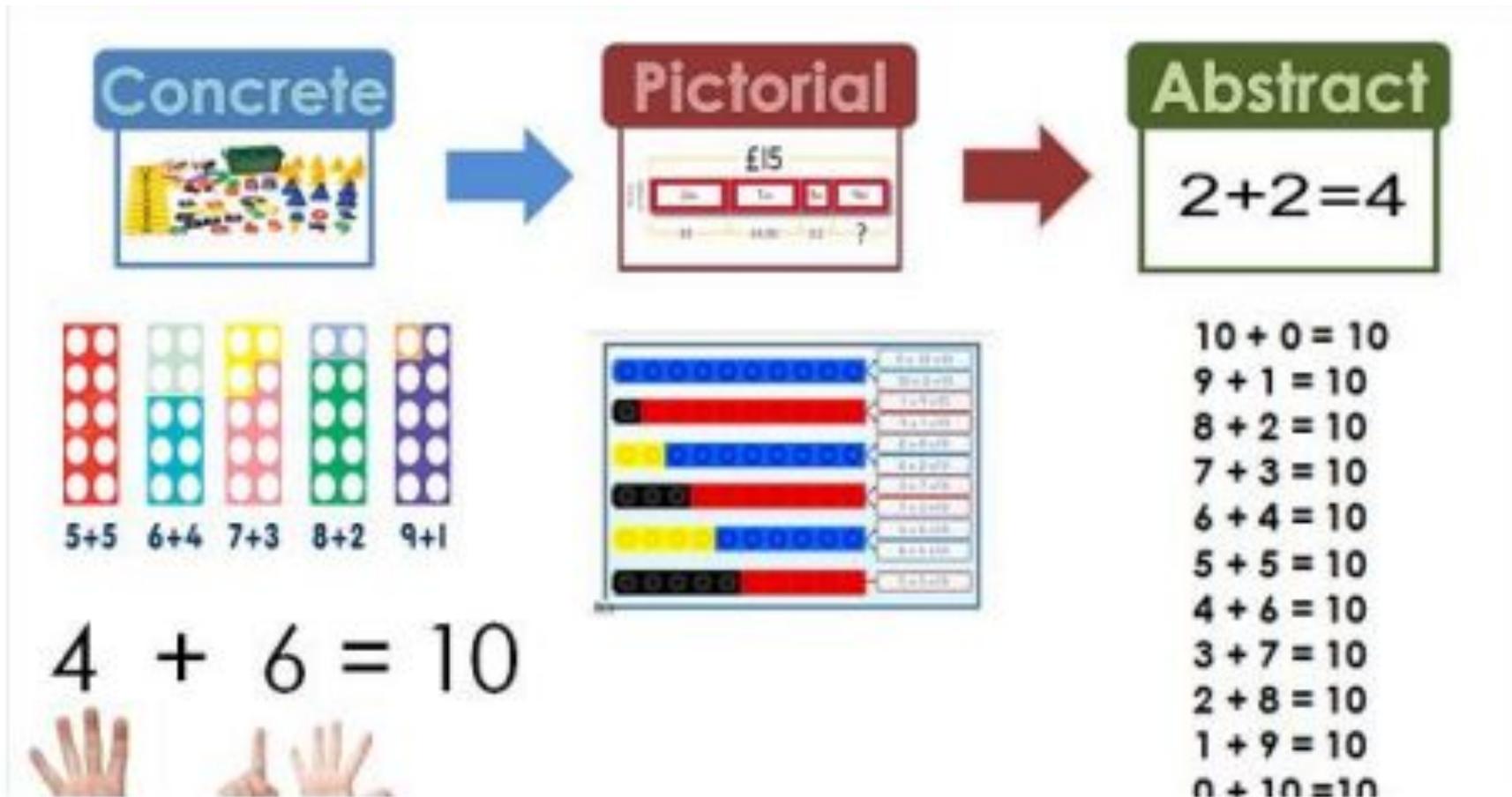
Children are taught the correct terminology.

The children will need to show understanding of these through their writing.

We teach these throughout our writing journeys, children have to know the grammar and apply this in their writing.

Maths

CPA approach



Examples of ARE work in Year 1- end of year expectation

①
First we coloured the sticks
Then we put on string.
After that we put on beads.
Finally we put a feather on.
②
The string was pink and red
and purple. The sticks
was black and red. The beads
were brown and black. The

Expectations

- *Handwriting
- *Spelling-
applying phonic
knowledge.
- *Punctuation

Example of ARE work in Year 2- end of year expectation

Yesterday we went to bishops Wood to look for mini-beastes. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira
It was very scary because it was like you were walking in the sky!
Then we had to guide our friends to a tree
After that we had a sticky position party
mine was disgusting. 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 favorite part of the day was identifying the trees.

Expectations

- *Handwriting
- *Spelling
- *Grammar

Topics next year:

Create: How do we work together to create?



Power of collaboration, togetherness

Art

Discover: Is change always good?



Changes, risk

History

Explore: How are we changing our world?



Passion, influence, respect

Geography

Final Messages...

Reading

Please read with your children and sign their reading record books.

These will be collected so that teachers can respond and keep track of the regularity.

Coming up.....

*School trips- art gallery, Beaulieu and beach study. We are also hoping to have visitors into our school (such as zoolab)

Spelling

There are common exception words/tricky words that the children need to learn to read and spell by the end of the year.

Maths

The children all have a login for numbots and times table rock stars. This is a really engaging fun way to learn number facts.

