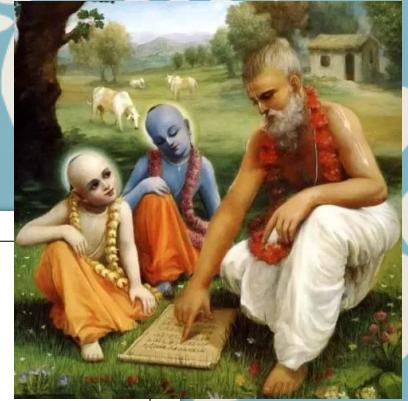




AVANTI HOUSE

EXCELLENCE · VIRTUE · DEVOTION



English remote learning in Key Stage 1 (Years 1 and 2)

3rd February 2021

Miss Patel
Year 1 Class Teacher and KS1 English Lead



Objectives:

- Reminder of expectations in Reading and Writing across KS1
- Encouraging children in their learning during their time at home
- Manageable strategies to assist your child's learning

National Curriculum KS1

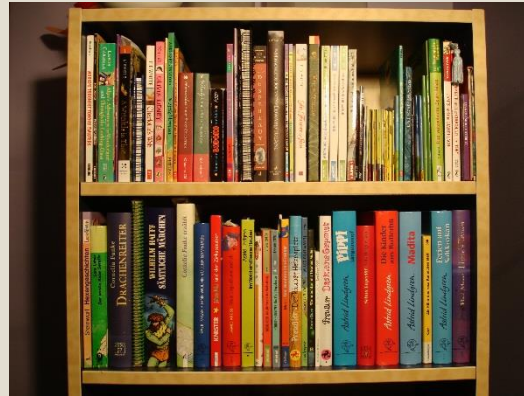
The national curriculum can be a heavy read – find the simplified version here:

- <http://www.primarycurriculum.me.uk/year1/english>
- <http://www.primarycurriculum.me.uk/year2/english>

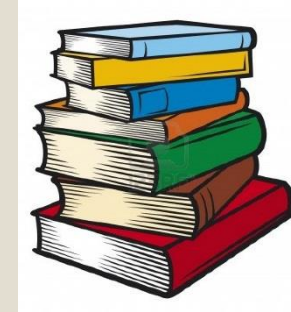
How long should children read for?



Student A reads 20 minutes
EVERY night....
3600 minutes a school
year...
1,800,000 words



Student B reads 5
minutes
EACH night...
900 minutes a school
year...
282,000 words



Student C reads
1 minute each day
180 minutes a school
year
8,000 words

Bug Club



- It is vital that children embed a **pleasure for reading** attitude, as expected by the National Curriculum.
- All children should have their **“Bug Club” membership**. Every child is allocated books according to his/her reading ability. There will be online activities that your child can complete.
- The platform also has opportunities to explore comprehension based activities too!
- We know some year 2 children would have surpassed the books on Bug Club and have good comprehension skills but this needs to be continuing developing - they can read chapter books from home and/or access free e-books from websites such as:
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

KS1 Reading

- The most crucial aspects of reading at the **end** of Key Stage 1 are:
 - **Accuracy** (decoding familiar and unfamiliar words correctly)
 - **Fluency** (speed and confidence)*
 - **Comprehension** (drawing meaning from text)
- *DfE guidance for fluency is that if a child can read 90 words per minute this gives teachers an indication to support their judgement of what is meant by fluent reading. The inference seems to be that children who can read at such speeds will be able to meet the '**Expected Standard**'.

KS1 Reading

Year 1:

- use their phonics knowledge to read words
- develop their comprehension skills
- share their opinions amongst their peers
- talk about their learning in more depth



Year 2:

- Vocabulary
- Retrieval
- Sequencing
- Predicting
- Inference

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

Comprehension

1. Starting - Decoding words is important, explore vocabulary, retrieve information
2. Developing - Understanding what has been read, making inferences, sequencing events
3. Building - Explaining in full sentences: verbally and written, making predictions

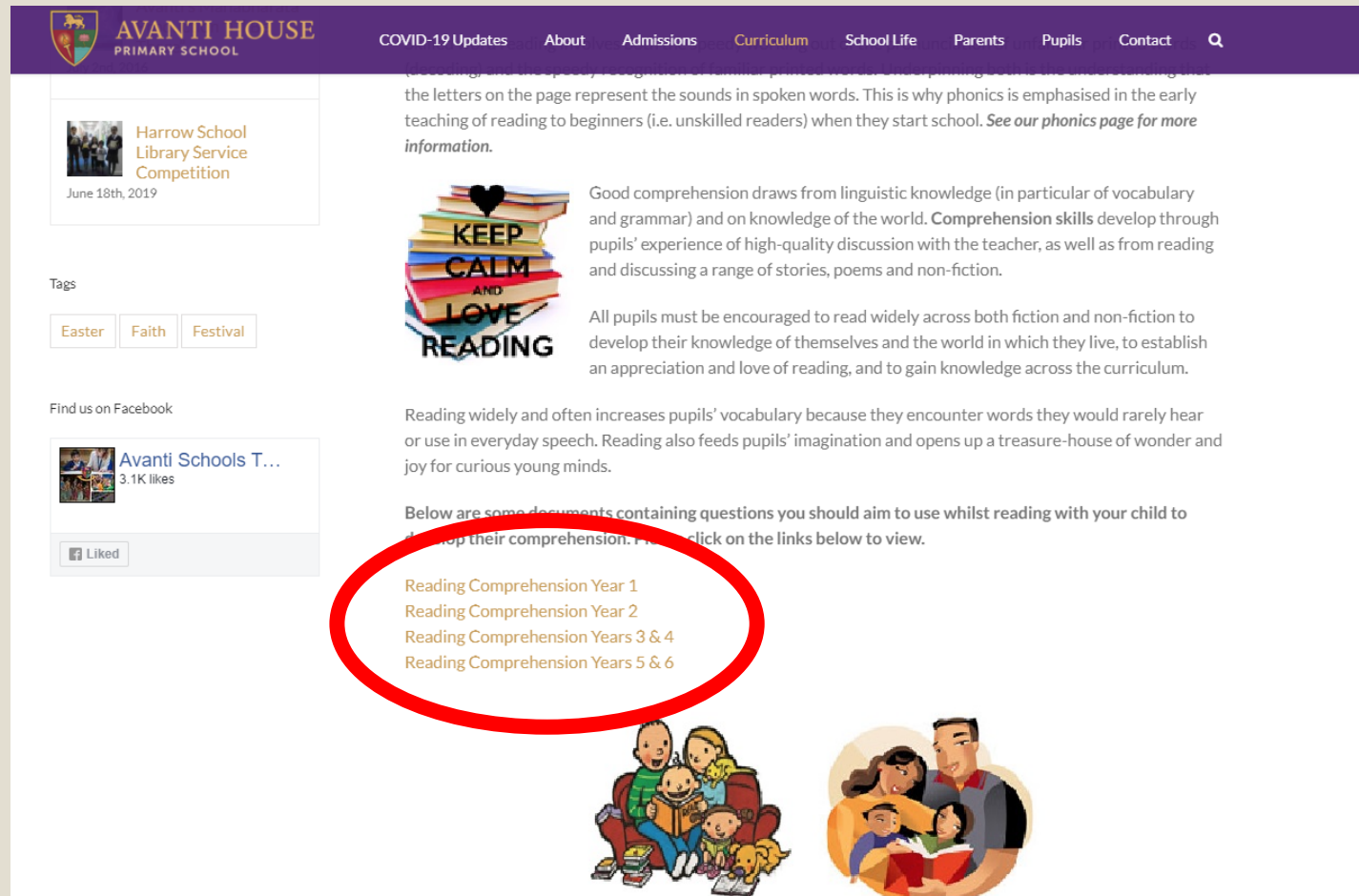
Year 2 have focusing on inference skills this half term as it is one of the more difficult concepts to grasp - you would have seen this twice a week in our who class reading zoom lessons. You can log onto:

<https://www.pobble365.com/>

<https://www.onceuponapicture.co.uk/>

Useful links and information

- <https://avanti.org.uk/avantihouse-primary/pupils/reading-and-phonics/>
- <https://avanti.org.uk/avantihouse-primary/reading/>



AVANTI HOUSE PRIMARY SCHOOL

COVID-19 Updates About Admissions Curriculum School Life Parents Pupils Contact

Harrow School Library Service Competition
June 18th, 2019

Tags: Easter Faith Festival

Find us on Facebook: Avanti Schools T... 3.1K likes

Reading and the speed of beginning to read is often a challenge for many children. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. *See our phonics page for more information.*

KEEP CALM AND LOVE READING

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. **Comprehension skills** develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Below are some documents containing questions you should aim to use whilst reading with your child to develop their comprehension. Please click on the links below to view.

- Reading Comprehension Year 1
- Reading Comprehension Year 2
- Reading Comprehension Years 3 & 4
- Reading Comprehension Years 5 & 6

Illustrations of children reading books and a family reading together.



Reading Comprehension Objectives and Questions – Year 1

Dear Parents/Carers

Below are the key objectives from the National Curriculum and some related key questions that you could ask your child to help them achieve the objectives:

(Please note that these questions will need to be re-visited regularly over the course of the academic year to really embed the learning for your child.)

Pupils should develop pleasure in reading, motivation to read, vocabulary and understanding by:

...listening to and discussing a wide range of poems, stories and non-fiction texts

Did you enjoy this story?
What was your favourite part?
Can you find a page in the story that you didn't like?
Do you think this book is funny? Why?

...linking to what they hear and read to their own experiences

What sort of books do you like?
Do you prefer storybooks or books which help you to find out about things?
Did you learn anything from this book?
Is this story like any other books that you have read?

...becoming familiar with and retelling with key stories, fairy stories and traditional tales

What happened in the story?
Can you re-tell this part of the story to your friend?
What is your favourite part of this story? Why?
What is this book about? How do you know?
What do you think is telling this story?
Why has the author included a picture? What does it tell you?
What does the author mean by...?

...recognising and joining in with predictable phrases

Can you spot any patterns in this poem?
Can you spot words that rhyme?
Can you think of another rhyming word which the author could have used?
What comes next? Can you join in?

...learning to appreciate and recite rhymes and poems

Did you enjoy this poem? What did it make you think about?
Can you recite this poem to the group?

...discussing word meanings, linking new meaning to those already known

Is this like any other word you know?
Does it sound the same? Does it mean the same?

Pupils should understand both the books they read accurately and fluently and those they listen to by:

...drawing on what they already know or on background information and vocabulary provided by the teacher

What do you already know about this topic?
Have you ever been in a similar situation? What happened?

...checking that the text makes sense to them as they read, and correcting mistakes

Did what you read make sense? Which word/s might you need to correct?

...discussing the significance of the title and events

Why did the author choose this title?
Does the title help us to choose the right book to read?
What happened first/next/at the end?

...making inferences on the basis of what is being said and done

What sort of characters can we find in this story?
What usually happens to baddies in fairytale stories?
What usually happens to the good characters?
Why do authors include pictures? What do the pictures in this book help us to do?

...predicting what might happen on the basis of what has been read so far

What do you think might happen next?
If (a character) does..., what do you think will happen?

Pupils should participate in discussion about what is read to them, taking turns and listening to what others say

What do you think about (an event in the text)?
Do you agree with the rest of the group?
After discussing (an event) with the group, have you changed your mind?

Pupils should explain clearly their understanding of what is read to them

Can you explain what you know about the text that I read to you?
What happened in the story?



Reading Comprehension Objectives and Questions – Year 2

Dear Parents/Carers

Below are the key objectives from the National Curriculum and some related key questions that you could ask your child to help them achieve the objectives:

(Please note that these questions will need to be re-visited regularly over the course of the academic year to really embed the learning for your child.)

Pupils should develop pleasure in reading, motivation to read, vocabulary and understanding by:

...listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction texts

What was your favourite part of this book?

Can you find a page in the story/a part of the poem that you didn't like?

Can you choose a character from the story that interests you, and say why?

What made you choose this book? What sort of book is this, and how can you tell?

What is the author's view of this subject/events in this story? How can you tell?

...discussing the sequence of events in books and how information is linked

What is the main event in this story?

What was happening at the beginning of the story?

Can you find words which tell you the order things happened in?

Can you think of another way to begin this story?

Were you surprised by the ending? Is it what you expected?

...becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

What happened in the story?

Who do you think is telling this story?

Can you choose part of the story to retell to your friend/group?

How can you use your voice to make your story interesting?

...being introduced to non-fiction books that are structured in different ways

How is this book organised? Does the genre (fiction/non-fiction) affect how the author presents the text?

What is the theme of this book?

Has the author put certain words in bold or in italics? Why do you think they have done this?

Can you find the contents/index/glossary? Why does the author include these?

...recognising simple recurring language in stories and poetry

Can you recognise any patterns in the way words are used in the text?

How do stories often begin? Can you think of a different way to begin this story/section?

...discussing and clarifying word meanings, linking new meaning to those already known

Is this like any other word you know?

Does it sound the same? Does it mean the same?

...discussing their favourite words and phrases

Can you find any amazing adjectives?

Can you find a powerful verb? Why has the author chosen this verb?

Can you find a description of (a character/setting) that you particularly like? Why do you like it?

...continuing to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make meaning clear

Can you join in and remember this poem?

How can you use your voice to make the meaning clear? Can you use volume and tone to help?

Pupils should understand both the books they read accurately and fluently and those they listen to by:

...drawing on what they already know or on background information and vocabulary provided by the teacher

What do you already know about this topic?

Have you ever been in a similar situation? What happened? How did you feel/behave?

...checking that the text makes sense to them as they read, and correcting mistakes

Did that make sense? Can you work out what this (unfamiliar) word means by reading the words around it?

How does punctuation help you to read for sense?

...making inferences on the basis of what is being said and done

Why did (a character) behave in this way?

Can you choose a character from the story that interests you and say why?

How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this?

...predicting what might happen on the basis of what has been read so far

Based on the cover/this chapter/section, what do you think the book/next section will be about?

Using role play, can you act out what you think might happen?

Pupils should participate in discussion about what is read to them, taking turns and listening to what others say

What do you think about (an event in the text)?

Do you agree with the rest of the group?

After discussing (an event) with the group, have you changed your mind?

Pupils should explain clearly their understanding of what is read to them

Can you explain what you know about the text that I read to you?

What happened in the story?

We are working towards this...

- A child's confidence will build their independence in answering these kind of questions:

7 Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

☐

Fishermen came to rescue William.

☐

The boat hit some rocks.

☐

William went to sea on his boat.

☐

Find and Copy Questions

16 Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.

Open-Ended Questions

6 At the end of the story, Bella was happy. Why?

Writing Year 1

Composition:

- write sentences by:

- 1.saying out loud what they are going to write about

- 2.composing a sentence orally before writing it

- 3.sequencing sentences to form short narratives

- 4.re-reading what they have written to check that it makes sense

- discuss what they have written with the teacher or other pupils

- read their writing aloud clearly enough to be heard by their peers and the teacher

Year 1 Common Exception Words

a	full	is	our	so	we
are	go	love	pull	some	were
ask	has	me	push	the	where
be	he	my	put	there	you
by	here	no	said	they	your
come	his	of	says	to	
do	house	once	school	today	
friend	I	one	she	was	

Phase 2 Tricky Words

the
to
I
no
go
into

Phase 3 Tricky Words

you
they
all
are
my
her
he
she
we
me
be
was

Phase 4 Tricky Words

said
like
do
come
there
little
out
have
so
some
were
one
when
what

Phase 5 Tricky Words

oh
could
their
people
Mr
Mrs
looked
called
asked

Writing Year 2

Composition:

- Develop positive attitudes towards and stamina for writing
- Consider what they are going to write before beginning
- make simple additions, revisions and corrections to their own writing by
- read aloud what they have written with appropriate intonation to make the meaning clear

Year 2 children are expected to know how to read and spell these 'tricky words' as per the exceptions of the National Curriculum. Focus on the spelling in fun ways – we do regularly at school as well. Most children know how to read them already – well done!!


Common Exception Words

Year 1

a	his	push	was
are	house	put	we
ask	I	said	were
be	is	says	where
by	love	school	you
come	me	she	your
do	my	so	
friend	no	some	
full	of	the	
go	once	there	
has	one	they	
he	our	to	
here	pull	today	

Year 2

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

Punctuation Power!	
	Correctly sized spaces
A	Capital letters to begin a sentence and for names and places
.	A full stop at the end of a sentence
!	Exclamation marks for exclamations or surprise
?	Question marks for questions

Sneaky Suffixes	
glue on the end of a word:	
-ment	amazement
-ness	happiness
-ful	playful
-less	hopeless
-ly	angrily
Sometimes suffixes change the end of the root word.	

Super Spellings... I need to know many of these:			
poor	cold	again	move
find	gold	grass	prove
mind	hold	pass	half
floor	told	plant	parents
eye	every	path	money
kind	great	door	improve
who	break	both	sugar
whole	steak	most	could
any	Mrs	even	would
child	after	climb	beautiful
wild	fast	busy	because
Mr	last	people	should
only	past	pretty	behind
old	father	sure	Christmas
many	class	bath	everybody
clothes	water	hour	children
Some have capital letters.			

Use apostrophes to show contractions.			
hasn't	it's	she'll	I've
(has not)	(it is/it has)	(she will)	(I have)

Writing Mat Expected Year 2

Smashing Sentences	
Statement	I am seven.
Question	How old are you?
Exclamation	What a nice surprise it is to see you!
Command	Come to my party.

Terrific Tenses	
Present	The girl plays drums / The girl is playing the drums.
Past	The girl played the drums.

Jolly Joining Words	
Co-ordination	
and but so	
Subordination	
if that because when	
George can play outside when he has had his dinner.	
The horse would win the race if it kept running.	
The frog made a loud croaking sound that made me jump.	
The greenhouse window got smashed because Zara hit it with her football.	

Describe
Use noun phrases to add more detail.
the cold, deep sea
a tall, leafless tree
a creaky, wooden box



We are working towards this...

- A child's confidence will build their independence in answering these kind of questions:

7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.

1. I need to _____ my holiday suitcase.

☐

2. The _____ is dark at night.

☐

3. The snail hid inside its _____.

☐

4. My friend has a new _____ sister.

☐

Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack, sky, shell** and **baby**.

Remote Learning Approach

- Common questions/concerns:

How can I encourage my child to write more?

What can I do to get my child to focus?

My child doesn't want to sit down and do their writing! Help!

You could...

- Break it down – in KS1 our aim is to build children's self-esteem in their writing. Deadlines are there for marking and feedback to be relevant, however, communicate to the teacher if your child is struggling and needs more time. It will help us to better support you.
- Be comfortable with making mistakes! Don't rub them out – ask your child to read the sentences out loud. Let them put a line through it (crossing out makes it messy) and improve themselves before you give your input.
- Encourage them to feel good about editing their writing and making it even better – praise!
- Observe their own progress over a period of time – let them go back and read through their notebook. What changes/development can they see and tell you?
- But most importantly why not...

Get creative!

Draw/create a poster!

This is an effective way to build your child's confidence.
Let them use their imagination.

Challenge: read them a text from a chapter book and ask them to draw/paint/create what they imagine the scene to be like or what the character looks like



Make puppets!

Children love getting creative.
This encourages their imagination
and teaches them to be resourceful!

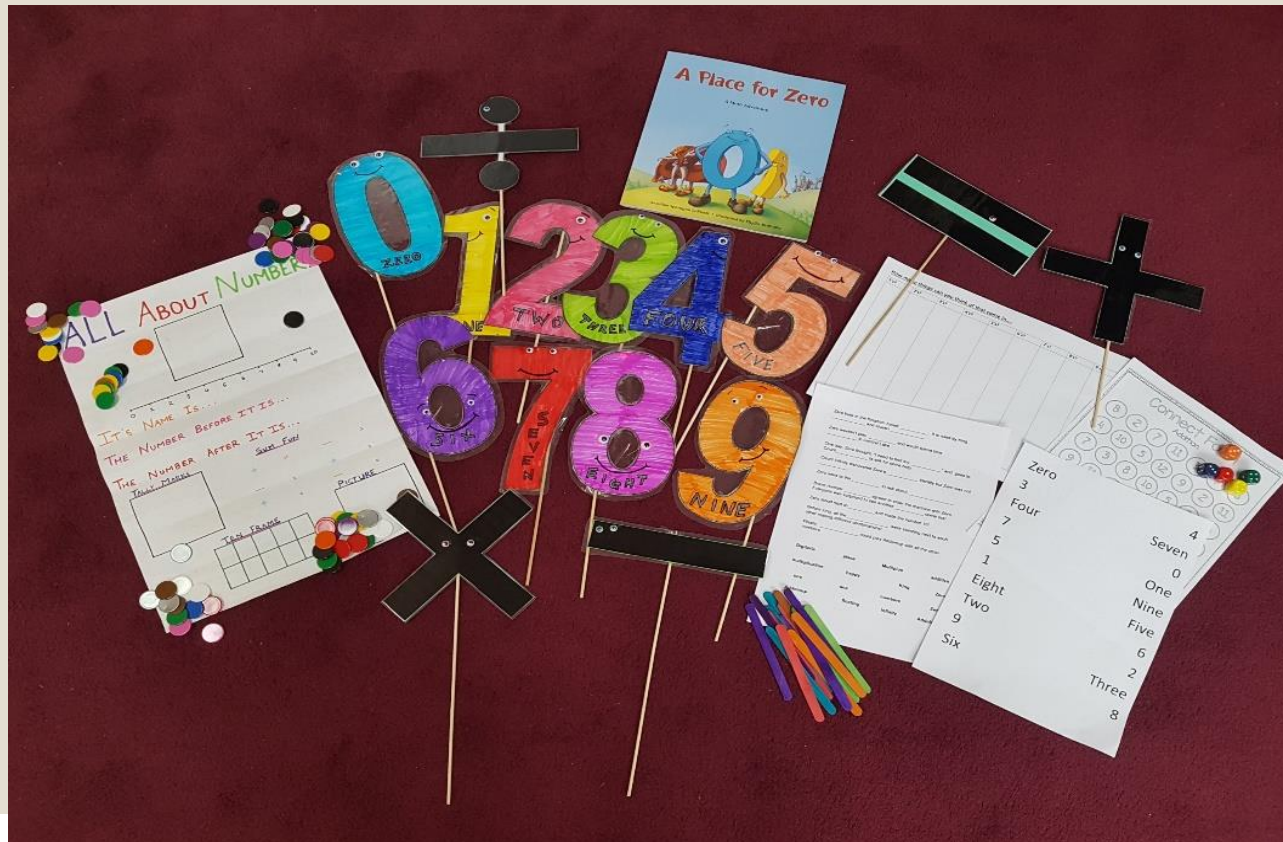


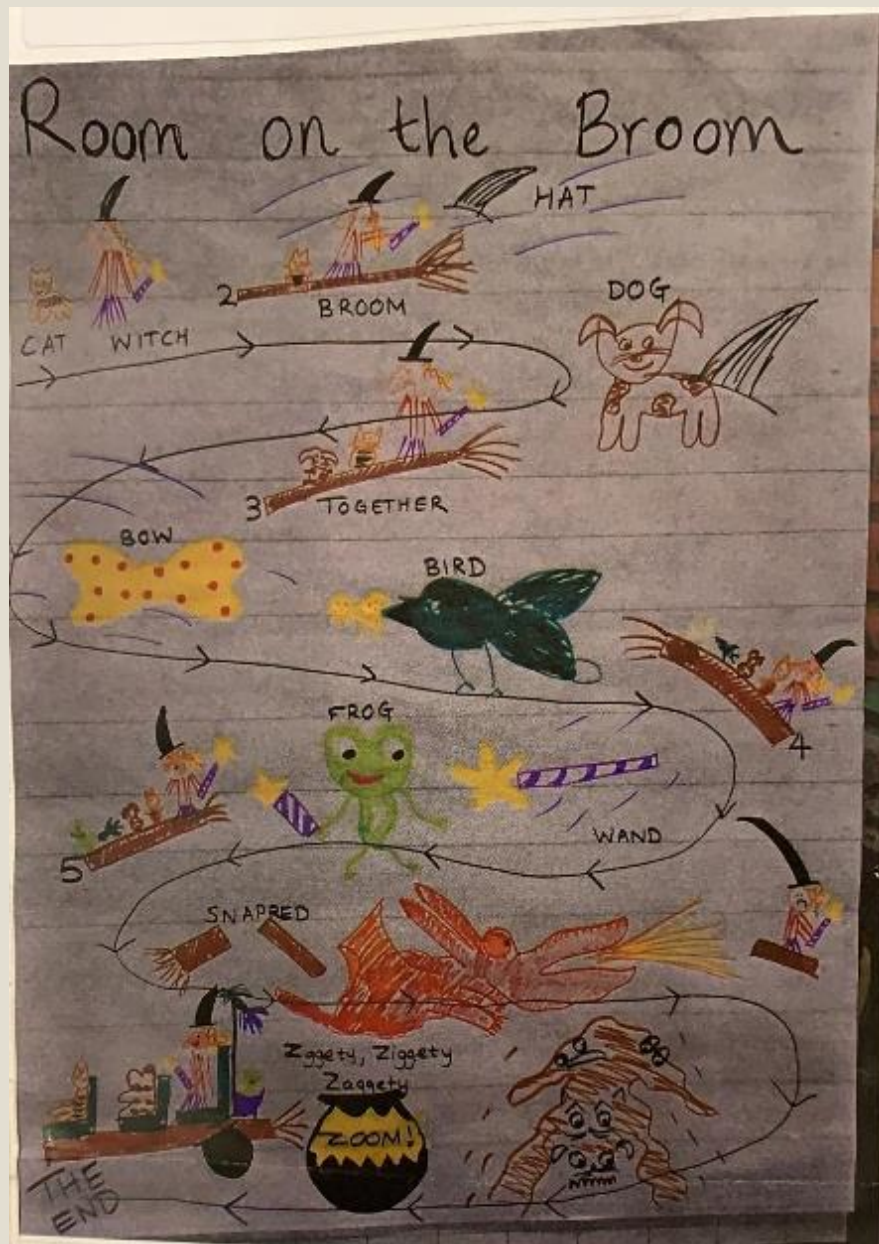
Make a story sack

A story sack is a bag/basket/box with props, pictures, puppets – anything that will help bring the story to life.

This works with non-fiction texts too.

*Sharing **story sacks** with children offers a multi-sensory approach to the reading process, it will also help develop their early literacy skills.*





Draw a story map

This will help your child with comprehension, sequencing and even thinking about alternative endings!



Role play

This is very beneficial in building your child's self-esteem and presentation skills.

The home environment is where they can build confidence to transfer into their school environment.

Watch the movie/videos - BBC iPlayer/YouTube

In Year 1 we have been...

Recording questions and answers.

Questions are from the worksheets/assignments given by the teacher.

Refer to the questions from the 'Readin Comprehension' (Avanti website) to assist with developing questioning for yourself and the children.

Year 2 have more expectations in writing – however this doesn't mean you cannot do this!
Use this technique to encourage your child in their writing. This helps with articulation, improving listening skills and self-awareness. Y2 teachers will advise you further 😊

Talk for Writing – Pie Corbett

Great way for children to express their understanding of their English learning:

Free resources:

- <https://www.talk4writing.com/wp-content/uploads/2020/06/Y1-Bob-F.pdf>
- <https://www.talk4writing.com/wp-content/uploads/2020/06/Y2-Quangle-F.pdf>

Thank you

- If you have any questions or would like further clarification, please contact your child's class teacher.
- This presentation will be uploaded onto the website and Google Classroom by the end of the week.
- Thank you for your support, patience and encouragement!

