



Year 1 and 2 Literacy Booklet

Dear Parents/Carers,

You may be aware that a new National Curriculum is being taught in schools from September 2014. Children will be taught spoken language, reading (word reading and comprehension), writing (transcription and composition), handwriting and grammar, punctuation and spelling. This Bournmoor Primary School booklet gives parents and carers a brief overview of what their child will be taught.

Please note that children during Year 2 will also be completing work from the previous National Curriculum for assessment purposes.

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

E.g. children in Bournmoor Primary School will have the opportunity to hone and practise these skills in a variety of ways. The first will be through regular Live Modules through the Active Primary: Wordsmith scheme of work. For example Live Unit: The Great Debate (persuasive writing)" where children will present their work in front of an audience. Furthermore, children will have opportunities to read their poetry, take part in drama activities and read aloud during Guided Reading sessions. In addition, children will be able to take part in debates and drama also through Topic work.

Year 1

Reading – Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading – Comprehension

Pupils should be taught to 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 at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

E.g. children will take part in daily phonics sessions and will read individually and in groups. Furthermore, children will take part in regular comprehension activities to enhance their Word Reading skills. In addition, a scheme of peer buddy reading will also be piloted. Children will also read in literacy lessons and cover a variety of genres. Children will also read aloud as part of literacy lessons, where texts will be used for both comprehension and writing purposes.

Writing - Transcription

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week.

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance

- write from memory simple sentences dictated by the teacher that include words using the GPCs (grapheme phoneme correspondence) and common exception words taught so far.

E.g. children in Bournmoor Primary School will be taught these skills during regular spelling sessions and through spelling weeks. Children will also be given weekly spelling tests based on that and encouraged to use these words in their writing. The class will also include a "Spelling" display.

Writing - Composition

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

E.g. children will practise composition skills through a variety of topics and genres from the Active Primary: Wordsmith scheme such as narratives, reports and leaflets (Please see Curriculum Map). However, teachers will use their discretion and also deviate from this to include other texts as necessary. Children will proof-read their work and produce final copies using pen or ICT word processing.

Writing - Vocabulary, Grammar and Punctuation

Pupils should be taught to develop their understanding of the concepts by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1
- use the grammatical terminology

E.g. children will learn grammatical skills both through the course of their literacy lessons and through the Abacus Wordsmith scheme but also through weekly core skills sessions. This will ensure that age-appropriate skills are met as well as cementing basic skills and setting challenging aspirational targets.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

E.g. children will take part in regular handwriting sessions (to be determined by the class teacher) and will start to write using pencil. These will be of a level that best suits the individual child. Children will also ensure that the writing in all books is legible and all letters are correctly formed, with the aim of joining their letters. To encourage and motivate high standards within the school, children whose writing is constantly neat and legible will be awarded a "Bournmoor Primary School Pen Licence" and will then write in pen.

Year 2

Reading - Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading – Comprehension

Pupils should be taught to 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 at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

E.g. children will take part in daily phonics sessions and will read individually and in groups. Furthermore, children will take part in regular comprehension activities to enhance their Word Reading skills. In addition, a scheme of peer buddy reading will also be piloted in Bournmoor Primary School. Children will also read a variety of genres in literacy lessons. Children will also read aloud as part of literacy lessons, where texts will be used for both comprehension and writing purposes.

Writing - Transcription

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

E.g. children in Bournmoor Primary School will be taught these skills during regular spelling sessions and through spelling weeks. Children will also be given weekly spelling tests based on that and encouraged to use these words in their writing. The class will also include a "Spelling" display.

Writing - Composition

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

E.g. children will practise composition skills through a variety of topics and genres from the Active Primary: Wordsmith scheme such as narratives, reports and leaflets (Please see Curriculum Map). However, teachers will use their discretion and also deviate from this to include other texts as necessary. Children will proof-read their work and produce final copies using pen or ICT word processing. Children will be encouraged to write as much as possible for enjoyment.

Writing - Vocabulary, Grammar and Punctuation

Pupils should be taught to develop their understanding of the concepts by:

- learning how to use both familiar and new punctuation correctly (including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular))

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2
- some features of written Standard English
- use and understand the grammatical terminology

E.g. children will learn grammatical skills both through the course of their literacy lessons and through the Abacus Wordsmith scheme but also through weekly core skills sessions. This will ensure that age-appropriate skills are met as well as cementing basic skills and setting challenging aspirational targets. Technical vocabulary will be used by all teachers and will be displayed in every classroom.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

E.g. children will take part in regular handwriting sessions (to be determined by the class teacher) and will start to write using pencil. These will be of a level that best suits the individual child. Children will also ensure that the writing in all books is legible and all letters are

correctly formed, with the aim of joining their letters. To encourage and motivate high standards within the school, children whose writing is constantly neat and legible will be awarded a "Bournmoor Primary School Pen Licence" and will then write in pen.

Bournmoor Primary

Terminology

One of the key focuses in literacy is an increased knowledge of technical vocabulary. Children will be taught to use these words and understand their meaning.

Years	Name	Definition/Will be used	Example
1	Letter	A part of the alphabet used to make words.	A, B, C etc....
	Capital Letter	Used at the beginning of a sentence. Also used for names, months, days of the week etc... and the pronoun <i>I</i>	e.g. <u>The</u> month is <u>September</u> . <u>I</u> love to eat strawberries.
	Word: Singular	Singular words refer to one of something, whereas plural refers to more than one object.	e.g. <i>dog</i> (singular)
	Word: Plural		<i>dogs</i> (plural)
	Sentence	Children will learn that words combine to make a sentence.	-
	Full stop	Children will learn that these are used to end most sentences.	e.g. <i>The library is open on a Monday.</i>
	Question mark	These are used to end sentences that are questions.	e.g. What time is it?
	Exclamation mark	These are used to add emphasis, to indicate when something is loud or dramatic.	e.g. <i>What a brilliant day!</i>
2	Noun	Nouns are used to name people, places and things. These can also be emotions such as happiness.	e.g. <i>chair, boy, table, Miss Knox, Bournmoor</i>
	Noun phrase	These are groups of words that work as a single noun. They can be replaced by a pronoun.	e.g. <i>The boy in the blue jeans says he'll collect the homework.</i>
	Statement	Used to indicate a general sentence.	e.g. <i>It is raining today.</i>
	Question	A sentence that indicates when a question is being asked.	e.g. <i>Why is it raining today?</i>
	Exclamation	A dramatic sentence.	e.g. <i>I am sick of the rain today!</i>
	Command	A sentence which orders you to follow instructions.	e.g. <i>Come inside now!</i>
	Compound (Word and Sentence)	A compound word has two original words that join to form a new word with a new meaning. Joins two sentences together using a co-ordinating conjunction.	e.g. <i>blackbird, blow-dry, bookshop, ice-cream,</i> <i>Yesterday I went to the park <u>and</u> to the cinema.</i>
	Suffix	Letters added to the end of a word to change it into another word.	e.g. <i>call - <u>called</u></i> <i>teach - <u>teacher</u></i>
	Adjective	A word that describes a noun.	e.g. <i>The <u>beautiful</u> dress.</i> <i>The <u>round</u> ball.</i>
	Adverb	A word that describes a verb.	e.g. <i>The girl ran <u>quickly</u>.</i>
	Verb	A word that describes what someone or something is doing.	e.g. <i>The dog <u>barked</u>. The child <u>ran</u>.</i>
	Tense (past and present)	Past: To indicate what has already happened. Present: To indicate what is happening.	e.g. <i><u>I ran</u> to the park.</i> e.g. <i><u>I am running</u> to the park.</i>
	Apostrophe	Children will be taught to use for missing letters and possession	E.g. don't Anne's shoes.
Commas	This will be used to separate items on a list.	E.g. shoes, coats, hats and gloves.	



How can you help?

There are lots of ways that you can help your child to improve their English skills. Here are just a few suggestions:

- Please encourage your child to read as much as possible. This can be absolutely anything: books, newspapers, food labels or even road signs! If they are unsure of the words ask them to "sound it out."
- If possible, after reading your child's home reader, write a comment in their reading book. This helps teachers to keep up to date with your child's progress.
- Please practise reading and spelling the key words (displayed in your child's homework and reading record) as much as possible.
- Encourage your child to use the school library as often as possible (please note that they can only take one book home at a time.)
- Help your child to learn and use the spellings on their spelling lists.
- Encourage your child to complete their homework to the best of their ability.
- Ask the teachers about questions that you may have. They are happy to help.

If you have any queries regarding the above, or would like any further information, please do not hesitate to contact me.

Kind Regards,

Miss Knox

Literacy Co-ordinator, Bournmoor Primary School