



Home Reading & Phonics

Friday 2nd February



Timetable Allocation

Subject	KS1	KS2
RE	120	150
English	300-450	300-450
Maths	225 (60 mins)	250-300
Science	90	120
Foundation	50	55
PE	120	120
PSHCE * #	30	45
MFL	30	30
<i>Total</i>	<i>21.5 hours (22h 15m)</i>	<i>23.5 hours (24h 10m)</i>



How can I help my child?

- ▶ Read with your child as much as you can.
- ▶ Provide your child with a quiet, comfortable space to read.
- ▶ Take them to your local library routinely.
- ▶ Reward them, encourage them, bribe them.
- ▶ Audiobooks, comic books, magazines, newspapers all count.
- ▶ Encourage your child to write.
- ▶ Provide them with the tools they need to be successful.



Handwriting at St. Mary's



- ▶ EYFS and Year 1 – printing only
- ▶ Year 2 – all continue to perfect their printing
- ▶ When printing is perfected, Year 2 pupils may start to learn joined-up











The TRIPOD grip





<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>	<p>e</p>	<p>f</p>
<p>Around the apple and down the leaf.</p>	<p>Down the laces to the heel and around the toe.</p>	<p>Curl around the caterpillar.</p>	<p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>Lift off the top and scoop out the egg.</p>	<p>Down the stem and draw the leaves.</p>
<p>g</p>	<p>h</p>	<p>i</p>	<p>j</p>	<p>k</p>	<p>l</p>
<p>Around the girls face, down her hair and give her a curl.</p>	<p>Down the head, to his hooves and over his back.</p>	<p>Down the body and dot for the head.</p>	<p>Down his body, curl, dot for his head.</p>	<p>Down the kangaroo's body tail and leg.</p>	<p>Down the long leg.</p>
<p>m</p>	<p>n</p>	<p>o</p>	<p>p</p>	<p>qu</p>	<p>r</p>
<p>Down Maisie, mountain, mountain.</p>	<p>Down Nobby and over his net.</p>	<p>All around the orange.</p>	<p>Down the pirates plait and around his face.</p>	<p>Round her head, up past her earring, down her hair, and flick.</p>	<p>Down the robots back and curl over his arm.</p>



<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				



a b c d e f

g h i j k l

m n o p q r

s t u v w x

y z Punctuation P !



The CAPITAL letters

A

B

C

D

E

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z



Handwriting Progression



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Tripod grip Sit correctly at a table, holding a pencil comfortably and correctly Lower-case letters – starting and directionality Form capital letters Form digits 0-9 Write recognisable letters Write simple phrases and sentences that can be read by others</p>	<p>Tripod grip Sit correctly at a table, holding a pencil comfortably and correctly Lower-case letters – starting and directionality Form capital letters Form digits 0-9 Know which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</p>	<p>Lower-case letters of the correct size relative to one another 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 Perfect the use of print On an individual basis, as each pupil has mastered printing, begin learning handwriting</p>	<p>Review printing to bring to perfection – use BLOCK CAPITALS All pupils to begin joined-up handwriting by end of Autumn term, Year 3 Learn the two golden rules... <ul style="list-style-type: none"> • always start on the blue line • do not lift your pen off the page until the word is finished Teach the letters in the following families... <ul style="list-style-type: none"> • <i>e, i, m, n, u, t, s</i> • <i>l, h, b, k, f, p</i> • <i>c, a, d, g, q</i> • <i>o, r, v, w</i> • <i>j, x, y, z</i> Use print capital. Repeat in Y4 Repeat in Year 4</p>	<p>Review printing to bring to perfection – use BLOCK CAPITALS in various functions Learn the two golden rules... <ul style="list-style-type: none"> • always start on the blue line • do not lift your pen off the page until the word is finished Review the letters in the families... <ul style="list-style-type: none"> • <i>e, i, m, n, u, t, s</i> • <i>l, h, b, k, f, p</i> • <i>c, a, d, g, q</i> • <i>o, r, v, w</i> • <i>j, x, y, z</i> Use print capital Teach two capital letters as appropriate (see appendix) Repeat in Year 6</p>		



Reading



HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests


A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

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9 REASONS TO READ MORE



Builds Knowledge

Cunningham & Stanovich, 1991 • Cunningham & Stanovich, 2003
• Pressley, 2000



Improves Achievement

Allen, Snow, & McNamara, 2015 • Anderson, Fielding, & Wilson, 1988
• Allington, 2012 • Blachowicz & Ogle, 2001 • National Assessment of
Educational Progress Report, 2015 • Worthy & Roser, 2010



Increases Motivation

Atwell, 1987 • Feitelson & Goldstein, 1986 • Guthrie, Klauda, & Ho,
2013 • Ivey & Broaddus, 2001 • Lapp & Fisher, 2009 • Lesesne, 2003
• National Endowment for the Arts, 2007



Increases Vocabulary

Krashen, 1989 • Nagy, Anderson, & Herman, 1987 • Nation & Cody, 2013
• Read & Hodges, 1982



Improves Writing

Bazerman, 1980 • Goodman & Goodman, 1983 • Langer & Flahan, 2000
• Raphael, Kirschner, & Englert, 1988



Builds Background Knowledge

Anderson, 1984 • Anderson, 1985 • McVee, Dunsmore, & Gavelek, 2005
• Ozuru, Dempsey, & McNamara, 2009 • Smagorinsky, 2001



Improves Understanding of Text Structures

Armbruster, 2004 • Fletcher, 2006 • Kendeou & van den Broek, 2007
• Meyer & Rice, 1984 • Snyder, 2010



Develops Empathy

Allington, 2013 • Bal & Veltkamp, 2013 • Johnson, 2012
• Koopman & Hakemulder, 2015 • McLean, Breen, & Fournier, 2010



Develops Personal Identity

Abodeeb-Gentile & Zawilinsky, 2013 • Begum, 2014 • Fives, Russell, et.al.,
2014 • Hall, 2012 • Harste, 2009 • Jesweak, 2015 • Tatum, 2009



Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

Travis

reads 20 minutes per night,
5 times per week



reads only 4 minutes per night
...or not at all

In one week:

100
minutes of reading



20
minutes of reading

In one month:

400
minutes of reading



80
minutes of reading

In one school year (9 months):

3600
minutes of reading



720
minutes of reading

Reception - Year 6 = 25,200 minutes of reading Vs 5,040.



READING RANGE – texts, genres and forms

Nursery	Reception	Year 1	Year 2
Nursery rhymes Fairy tales Traditional tales Well-loved poems and stories Non-fiction	Nursery rhymes Fairy tales Traditional tales Well-loved poems and stories Non-fiction	Nursery rhymes Fairy tales Traditional tales Well-loved poems and stories Non-fiction The above will include texts beyond which pupils can read independently	The best of classical and more recent well-loved literature Fairy tales Bible stories Traditional tales Classic poetry and fiction Non-fiction - linked to curriculum Above will include texts beyond which pupils can read independently



At school your child will:

In Reception:

- Have a phonics lesson every day for 30 minutes.
- Have a daily English lesson following the Literacy Tree and Talk for Writing schemes.
- Be read to by an adult daily.
- Read to an adult, in school, once per week.
- Have a phonics book and an own choice book.

In Year One:

- Have a phonics lesson every day for 30 minutes.
- Have a daily English lesson following the Literacy Tree scheme.
- Read to an adult at least once a week.
- Be given a reading book for homework to read at home linked to their reading level.



Why Phonics?

When a child memorises 10 words,
they can only read 10 words.

If the child learns the sounds of 10 letters,
they can read 350 three-sound words,

4,320 four-sound words and
21,650 five-sound words.





"Reading for pleasure is the single biggest factor in success later in life, outside of an education.

Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed - it's that simple."

- Bali Rai