







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	
Total	21.5 hours (22h 15m)	23.5 hours (24h 10m)	



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









a 🜈	b 🔓	C	d	e	f f
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
9 J Around the girls face, down her hair and give her a curl.	h Down the head, to his hooves and over his back.	L Down the body and dot for the head.	J Down his body, curl, dot for his head.	k bown the kangaroo's body tail and leg.	Down the long leg.
m	n	° 🔿	p 🔊	qu ¶t	r
Down Maisie, nountain, nountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair,and flick.	Down the robots back and curl over his arm.





s S	t	u	V	w	×
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y U	z				
Down a horn, up a horn and under head.	Zig-zag-zig.				



·1 4) (a) 2.44 5 111 Punctuation P 71



CHTI.IHL letters. the 1. 2. -> Ý 3+ 2.] 7.-> 3-0 2. 4 1, P Ð 2 - - - Z 1,2 1. 4





Handwriting Progression



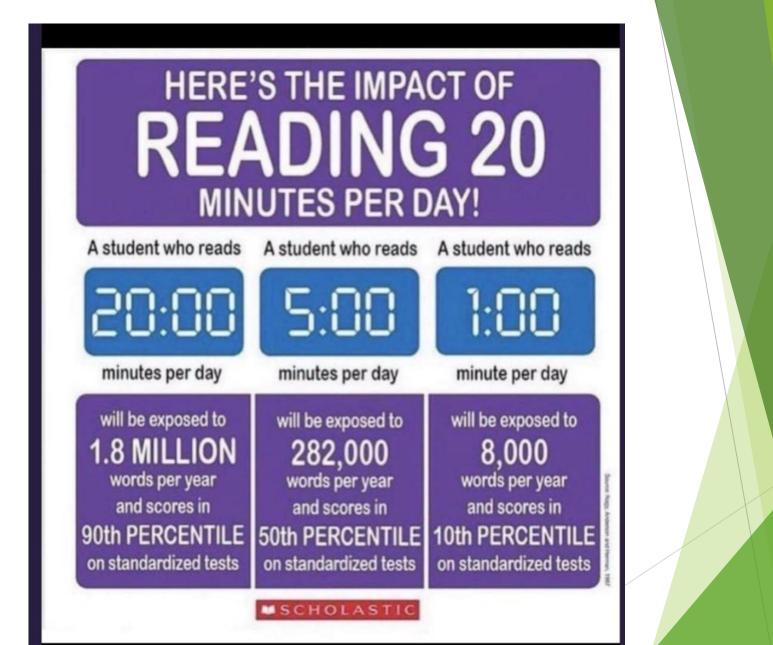
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tripod grip Sit correctly at a table, holding a pencil comfortably and correctly Lower-case letters – starting and directionality Form capital letters Form digits 0-9 Write recognisable letters Write simple phrases and sentences that can be read by others	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	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	line do not lift y the page un finished Teach the l following f <i>e</i> , <i>i</i> , <i>m</i> , <i>m</i> <i>l</i> , <i>h</i> , <i>b</i> , <i>A</i> <i>e</i> , <i>a</i> , <i>d</i> , <i>g</i> <i>o</i> , <i>n</i> , <i>o</i> , <i>m</i>	BLOCK gin joined-up end of Year 3 golden rules t on the blue your pen off ntil the word is etters in the families x, x, x, x x, y x, y		BLOCK rious functions olden rules on the blue line our pen off the ne word is rs in the u, t, a f, p g













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 & Flihan, 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

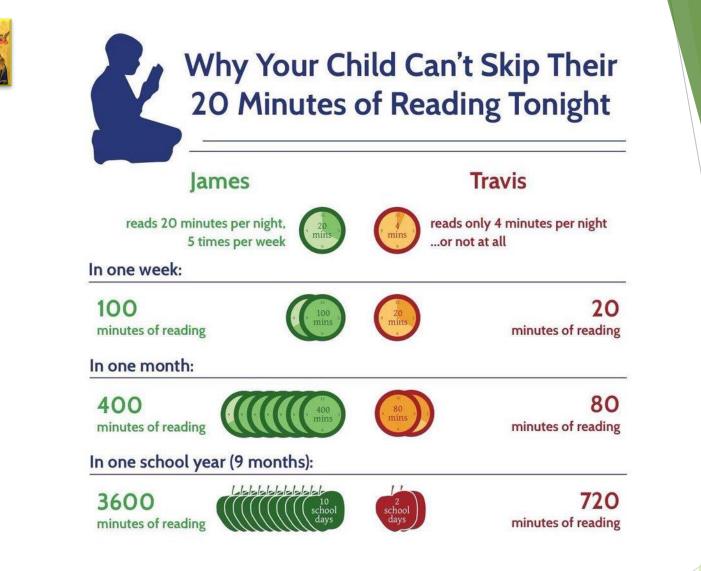
Allington, 2013 • Bal & Veltkamp, 2013 • Johnson, 2012 • Koopman & Hakemulder, 2015 • McLean, Breen, & Fournier, 2010



Develops Personal Identity

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





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

