

Common Exception Words – Reception and Year 1

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

Common Exception Words – Year 2

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

Some other frequently used words

and	up	little	very	came	help
in	had	as	look	oh	called
it	her	mum	don't	about	off
on	what	them	will	got	asked
for	out	down	into	their	saw
at	this	dad	back	too	make
but	have	big	from	day	an
that	went	when	him	made	
with	like	it's	get	time	
all	not	see	just	I'm	
can	then	looked	now	if	

Days of the week	Months of the year
<p style="text-align: center;">Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p>	<p style="text-align: center;">January February March April May June July August September October November December</p>

Numbers and Words

<p>1 - one 2 - two 3 - three 4 - four 5 - five 6 - six 7 - seven 8 - eight 9 - nine 10 - ten</p>	<p>11 - eleven 12 - twelve 13 - thirteen 14 - fourteen 15 - fifteen 16 - sixteen 17 - seventeen 18 - eighteen 19 - nineteen 20 - twenty</p>	<p>10 - ten 20 - twenty 30 - thirty 40 - forty 50 - fifty 60 - sixty 70 - seventy 80 - eighty 90 - ninety 100 - hundred</p>
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Top Tips for the Reading Helper

1. Try to make reading time fun and encourage the reader to read out loud. Aim to do little and often, but not when the reader is tired.
2. Make sure that you are using reading material with the right level of difficulty for the reader. Also, check that the content is suitable.
3. Blending – encourage the reader to break words down into a series of sounds e.g. c-r-a-sh. Run your finger under each sound in turn to encourage the reader to blend the sounds together.
4. Identify some key letter groups in the reading material and ask the reader to look out for them. Use the vocabulary section in your child's reading diary to record the letters / letter groups you are focussing on in each session.
5. Encourage the reader to look at any pictures in the book to get an idea of what it is about. Discuss the pictures with the reader.
6. Make a note in the vocabulary section of any new words. Write a definition of the word in the space provided.
7. Help the reader to 'work out' words which can't be blended. By looking at the other words in the sentence or at the pictures in the book.
8. Try reading some pages to the reader before asking him / her to read. This will show what fluent reading sounds like and help with the readers understanding.
9. Read a wide range of poems and stories to the reader, including ones that are too complex to read at this stage.
10. Draw attention to punctuation marks and help the reader to read with feeling e.g. "HOORAY!" they shouted.

Book talk at home

Being able to read the words does not necessarily mean that your child understands what they have read. They might sound like a fluent reader which can make you believe they are a good reader. The only way to check how much your child understands is to talk about the book and ask questions.

Questions to encourage BOOK TALK when reading with your child:

- What do you think this story will be about?
- What will happen next? What do you think?
- Does this remind you of anything or another story?
- What is happening in the story?
- How do you think the character feels? Why?
- What would you do?
- Why do you think the character said that?
- Where might we find some information about...?
- What were the main events in the story?
- What does this word mean?
- What happened in the beginning/middle/end of the story?
- Did you like the story? Why? Why not?
- Think of five words to describe this character.
- What three questions would you ask the character?
- Do you think the character was good or bad? Why?
- What was the best bit of the story?
- Why do you think the author used these words?
- What does this phrase mean?
- What other word would you use instead of...?

Book talk at home (reading and library books)

- Why did you choose this book?
- Did you like the picture on the front? Why?
- Have you read other books by this author?
- Did you choose it because it's about...?
- What could this book be about?
- Can you point to the title?
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? What does the blurb tell us?
- Talk about the different parts of the book (e.g. the front cover, back cover, title, illustrator or the blurb.)
- If it is an information book, ask where you will find out about something specific (e.g. can the child use the contents or index page to locate information?)
- Tell me what is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is he/she? Is he/she friendly/mean/nice?
- Ask children about events in the story. How would you feel if you had been that character? Has anything like that happened to you?
- If reading an information book. What facts have you read?
- Have you learnt anything new?
- Is there anything that interests you on this page?
- Where would you find information about...?
- What was the most interesting/exciting part of the book?
- Why are some words written in capital letters/italics?

Accelerated Reader – Year 2 pupils

During Year 2 some pupils will be moved onto the *Accelerated Reader* scheme. This scheme is used in Key Stage 2 predominantly, but may be introduced to Year 2 pupils when their reading comprehension has developed sufficiently, meaning they are able to access the scheme independently.

Accelerated Reader engages pupils, motivates reading practice and improves reading progress for most pupils. Pupils will read a text that has been matched to their reading ability, take an online quiz and receive immediate feedback. Pupils respond to regular feedback and are motivated to make progress with their reading skills.

Through continuous assessment pupils develop reading comprehension skills more effectively as they are always reading appropriately challenging texts – difficult enough to keep them engaged but not so difficult that they become frustrated.

My-On digital Library – All Year 2 pupils

My-On is a pupil centred, personalised literacy programme that offers unlimited access to a digital library. It combines a suite of literacy tools with embedded support to encourage engagement and achievement in reading. The *My-On* library is a stand-alone reading programme but also works alongside the Accelerated Reading programme.

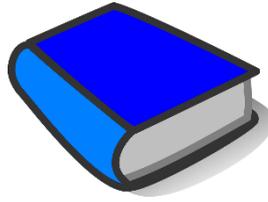
My-On gives pupils access to hundreds of digital texts with online support. It has unlimited 24 hour access and is supported on a range of electronic devices, such as Kindle, iPad, Chrome, Windows etc.

Within *My-On*, teachers can assign reading and writing projects to students to support their work across the curriculum using a mixture of fiction and non-fiction texts. As pupils work within the *My-On* platform, teachers can monitor their progress and provide support as needed.

Phonics - A Guide for the Reading Helper



d-o-g



b-oo-k



qu-ee-n

Phonics - a simple overview

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- Recognise the sounds that each individual letter represents
- Identify the sounds that all different combinations of letters represent (e.g. 'ch' or 'ai')
- Blend the sounds together from left to right to make a word

Children can use this skill to decode new words.

On the following page, you will find a list of the common letters and letter groups. There are example words and rhymes to show the common sound linked to each one.

The language of phonics

The overview contains all you need to know to help a reader learn through phonics. If you want to know more, the following information may be useful:

- The smallest units of spoken sound in a language are called **phonemes**.
- These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
- Phonemes can be represented by more than one grapheme (e.g. the **ow** sound in **cow** is the same as the **ou** sound in **out**.)
- Some graphemes represent more than one phoneme (e.g. **th** can be the **th** sound in **thin**, or the **th** sound in **that**.)
- Developing readers should become increasingly aware of these grapheme-phoneme correspondences.

Table taken from Read,Write Inc phonics scheme

SET 1		SET 2		SET 3	
Sound	Say It	Sound	Rhyme	Sound	Rhyme
m	mmmountain	ay	May I play?	ea	Cup of tea
a	a-a-a-a-apple	ee	What can you see?	oi	Spoil the boy
s	sssssake	igh	Fly high	a-e	Make a cake
d	d-d-d-dinosaur	ow	Blow the snow	i-e	Nice smile
t	t-t-t-tower	oo	Poo at the zoo	o-e	Phone home
i	i-i-i-insect	oo	Look at a book	u-e	Huge brute
n	nnnnnet	ar	Start the car	aw	Yawn at dawn
p	p-p-p-pirate	or	Shut the door	are	Care and share
g	g-g-g-girl	air	That's not fair	ur	Nurse with a purse
o	o-o-o-orange	ir	Whirl and twirl	er	A better letter
c	c-c-c-caterpillar	ou	Shout it out	ow	Brown cow
k	k-k-k-kangaroo	oy	Toy for a boy	ai	Snail in the rain
u	u-u-u-umbrella			oa	Goat in a boat
b	b-b-b-boot			ew	Chew and stew
f	fffffflower			ire	Fire fire
e	e-e-e-egg			ear	Hear with your ear
l	llllleg			ure	Sure it's pure
h	h-h-h-horse				
sh	shhhhh				
r	rrrrrobot				
j	j-j-j-jack-in-a-box				
v	vvvvvulture				
y	y-y-y-yak				
w	w-w-w-warm				
th	thhhhhh				
z	zzzzzip				
ch	ch-ch-ch-choo				
qu	qu-qu-qu-queen				
x	x-x-x-wax				
ng	A thing on a string				
nk	I think I stink				

Handwriting

At Northburn Primary we teach all pupils from year 1 upwards a cursive script as a way of promoting excellent handwriting and presentation across the school. A cursive script is a continuous script where every letter starts on the line as shown in the alphabet below:

Cursive Script

Lower case

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

Capital letters

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

Reception Challenge Award

Our World

Take care of a living thing e.g vegetable.

Find out about a celebration from a different culture and take part in a related activity.

Use technology to tell someone about a special occasion e.g poster, video, photographs.

Find out about the area you live in.

Great Outdoors

Learn how to take care of the outdoor area.

Explore seasonal changes.

Build a shelter with a purpose.

Identify and name some plants and animals in the outdoor area.

Follow a recipe and cook it on the campfire.

Staying Healthy

Make a healthy snack.

Plan an obstacle course for your friends.

Explain how you feel using The Zones of Regulation.

Look after your body so you can stay healthy.

Keep fit challenge e.g. Muddy Course

Be a good friend.

Creativity

Learn two nursery rhymes and share with the class.

Find out why you are special.

Outdoor art.

Perform to an audience

Design make and evaluate an activity.

Learn a dance.

KS1 Challenge Award

Community

- Learn to count to 10 in three different languages.
- Visit a Hindu temple, a Jewish synagogue or a place of worship that is different to your own religion.
- Find out which festivals/celebrations children and other countries have and how they celebrate them.
- Help the elderly by visiting someone you know to cheer them up once a week.

Staying Healthy

- Keep a food diary for a month and show you have your five a day.
- Regularly attend an after-school club or organisation and get your leader or coach to sign to confirm your attendance.
- Keep an exercise diary for a half term, how long do you spend exercising each week?
- Create/make a healthy smoothie, recipe or meal.

Great Outdoors

- Take a photo from the top of a hill, the top of a Sand dune, inside a tall building or a woodland habitat.
- Keep a diary of birds that visit your garden, (Can you name them?)

Creativity

- Design and build a sculpture using natural materials.
- Visit an art gallery and create a piece of art in the style that you saw.

- Build a bug hotel or a den and take a photo of it.
- Grow something you can eat.

- Perform a poem, a musical piece, a dance, a song or act out a part to your class. Teach your friends your performance.
- Enter a competition in the Arts.

My Challenge

Date	Activity

Week Beginning:	Spellings:		
Title:			
Teacher / parent comments:			
I have read four times at home this week:			
Date:	Date:	Date:	Date:
Additional reading at home:			
Additional school book:			
Sounds I have found in my reading this week:			

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