

## English Knowledge Organiser Year 1 and Year 2

### How do we teach the children to read and write?

After following the Letters and Sounds Phonics scheme since EYFS, children should be developing their reading and writing skills through year 1 and 2. Reading and writing should become more fluent and independent and the children should have more opportunities to write longer pieces. In year 1 there is a statutory test to check the level of phonics and reading understanding.

#### How to help your child:

- Practise reading and spelling key words.
- Read with your child at home at least 3 times a week.
- Use phonics sheets sent home to practise real and pseudo words.
- Learn your child's spellings with them.
- Encourage writing spelling words in sentences.
- Encourage your child to write stories, diaries, letters.
- Help your child to spot patterns in their spelling words.

#### Useful links:

- National Curriculum/ Development Matters - search on internet.
- Letters and sounds.
- Phonics Play website- a subscription site but has some good phonics games <http://www.phonicsplay.co.uk/>

### Key Vocabulary – Phonics

<b>Phoneme</b>	A single unit of sound
<b>Diagraph</b>	A type of grapheme where two letters represent one phoneme (sound) e.g. each
<b>Vowels</b>	The letters a, e, i, o, u
<b>Consonants</b>	Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u represent vowels
<b>Grapheme</b>	A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. ten Segment Break a word into phonemes Blend Put the phonemes back together Compound word A word that contains two or more root words e.g. news+paper, ice+cream Key word/common exception word A word which can't be phonetically decoded.
<b>Segment</b>	Break a word into phonemes.
<b>Blend</b>	Put the phonemes back together.
<b>Pseudo word</b>	Words use to check phonic decoding skills which are not real word eg meap.
<b>CVC</b>	e.g. cat/dad
<b>Common exception word</b>	A word which can't be phonetically decoded.
<b>Homophone</b>	Phoneme A single unit of sound Diagraph A type of grapheme where two letters represent one phoneme (sound) e.g. each

## Reading

Whole class reading is started in year 1 and carried out throughout the school. Whole class reading is where every child in the class read the same text, at the same time, then discuss and answer questions about what they have read.

## Writing

In year 1 and 2 the children are given more opportunities to write for longer periods of time and show their best work. Big Write is a large piece of independent writing done once a week about different topics. This is started in year 1 and continued through the school.

### Key Vocabulary – Reading

<b>Decoding</b>	Breaking down a word into different phonemes to help read it.
<b>Retrieval</b>	Finding information from a text.
<b>Prediction</b>	Saying what you think might happen next or as a result of something.
<b>Comprehension</b>	Understanding and answering questions about what has been read.
<b>Inference</b>	Making assumptions about what is happening in the text from what you already know.
<b>Deduction</b>	Using evidence in a text to support an idea.

### Key Vocabulary – writing

<b>Adjective</b>	Describing word eg. tall, blue.
<b>Noun</b>	Names – name of people, places,
<b>Verb</b>	Doing words eg. run,
<b>Question</b>	Asks something using ?
<b>Statement</b>	States a fact or something that has happened using .
<b>Exclamation</b>	When something is exclaimed, using !
<b>Noun phrase</b>	A phrase where an adjective is used before the noun to describe it. Eg. Blue table.
<b>Tense</b>	Shows whether you are writing about the past, present or future.

### How to help:

- Try not to over correct when you read with your child.
- Read to your child.
- Ask your child questions about what they are reading.
- Visit local libraries.
- Let your child see you read.
- Make reading enjoyable – not a battle – let them read what interests them.

### How to help:

- Ask your child to tell you their Literacy texts.
- Do writing together for fun.
- Don't over correct independent writing- aim for enthusiasm.
- Develop fine motor skills- threading, hamma beads.
- Practise letter formation.