

Reading and SPaG at Hurley Primary School



EYFS and KS1

Reading

National Curriculum states that:



All children must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Reading widely and often increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech.

Reading also feeds children's imagination and opens up a treasure-house of wonder and joy for curious young minds.

Reading



Our children as readers

What do we want from our children?

- to read for pleasure
- to be able to sight-read fluently (at appropriate age)
- to be able to summarise what has been read
- to read with understanding
- to read with expression
- to be able to choose what they would like to read for themselves
- to have reasons for preferences in what they read

Reading



Children at Hurley Primary School will experience:

- guided reading sessions
- individual reading time with the an adult in school
- daily phonics sessions (EYFS & KS1)
- access to Bug Club in school and online at home
- reading across the curriculum
- class stories
- celebration of reading through the Reading Awards
- days dedicated to books and reading (World Book Day)

Reading

How we teach reading: EYFS & KS1



Daily phonics lessons, teaching children about the phonemes (sounds) and graphemes (letter/s used to write the sound).

How many letters? 26

How many sounds (phonemes)? 44

How many spellings of the sounds? 144

https://www.youtube.com/watch?v=BqhXUW_v-1s&safe=active

RWI phonic cards – memorable ways for children to learn

Reading



How can you help?

10-15 minutes reading at home
each day makes a

massive difference

Reading at Home – Enjoy!



- make reading visible; have books available in your home
- share books every day
- boys need to see that reading is something men do
- talk about books
- visit your local library
- sit and listen - don't do chores around the reader!
- respect choices
- read to your child – it doesn't matter about their age, they still love hearing stories read to them

Reading at Home – Enjoy!



- choose a quiet time and give your child your full attention
- give support, if required, using the strategies explained on the next slide
- explain the meaning of new words
- talk about the text using open questions

Reading at Home – Enjoy!



What to do if your child is stuck

- use phonics first - what sound does the word begin with? Can you say the sounds in the word? Blend them together.
- read to the end of the sentence - what word would make sense here?
- what is the text about – what might fit here?
- does it sound right?
- look at the picture – can you see anything to help you?

Reading at Home – Enjoy!



Understanding (Comprehension) Talk about what they have read.

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader, but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

Reading at Home – Enjoy!



Avoid closed questions that children only respond 'yes' or 'no' to

DON'T ASK:	DO ASK:
Do you like this book?	What do you like about this book?
Do you like this character?	What do you think of this character?
It's a good story isn't it?	Why do you think this is a good story?
Do you like reading?	What's great about reading?
Do you like this kind of story?	What is it about these stories that you like so much?
Are you good at reading?	Why are you a good reader?

Reading at Home – Enjoy!



It's not just your child who can read to you – you can read to them too!

- introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction
- read them the book that was your favourite when you were a child
- read slowly, with expression - to use different and funny voices for characters
- follow the words and read the story using the pictures
- talk about what is happening and what might happen next - leave the story on a cliffhanger!

Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.



Practice questions

a What was William's job?

Tick **one**.

cafe owner

☐

guard

☐

gardener

☐

fisherman

☐

b When William went away, what did he tell Bella to do?

Page 3 of 20

Year 2 Reading SATs – paper 1



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.



One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark

2 Why was William cross with Bella?

1 mark

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

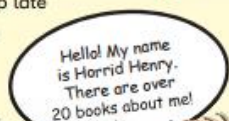
One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



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Year 2 Reading SATs – paper 2



Questions 1–6 are about
Meet Tony Ross (pages 4–5)

(page 4)

- 1** Find and **copy one** word from the top of page 4 that means well known.

☐ 1 mark

(page 4)

- 2** The Little Princess reminds Tony Ross of someone. Who is it?

☐ 1 mark

(page 4)

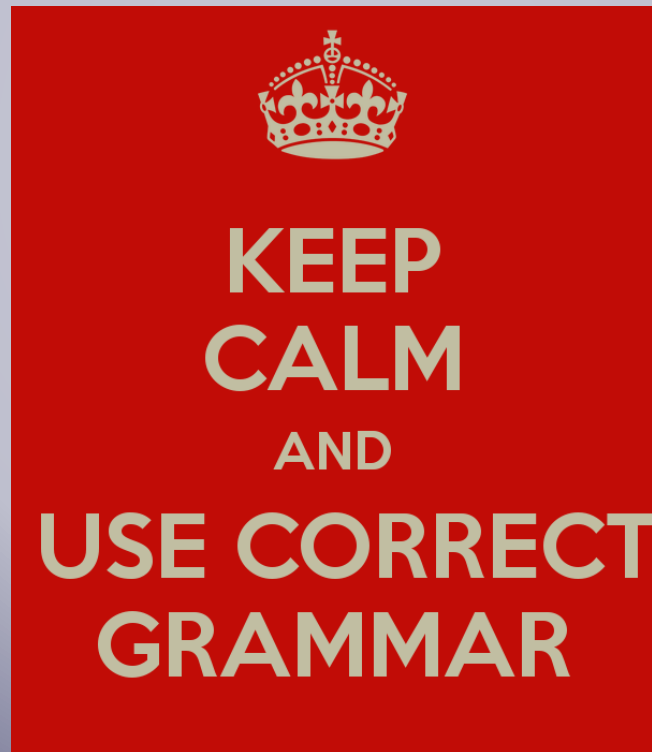
- 3** Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.	<input type="checkbox"/>	<input type="checkbox"/>
She always does as she's told.	<input type="checkbox"/>	<input type="checkbox"/>
She is 5 years old.	<input type="checkbox"/>	<input type="checkbox"/>
She doesn't like going to bed.	<input type="checkbox"/>	<input type="checkbox"/>

☐ 2 marks

SPaG

(**S**pelling, **P**unctuation **a**nd
Grammar)



Why spelling and grammar?

Greater emphasis in the English curriculum since 2014.

The level of grammar children will be required to master is more challenging than in the previous years.

Programme of Study includes a long appendix of words children should be able to spell by the end of each year, as well as the spelling rules and guidelines on how they should be taught.



How is SPaG taught in Hurley?

- daily phonics (Reception and Year 1) and SPaG (Year 2) lessons for 25-30 minutes
- spellings linked to phonics pattern they are learning and HFW (high frequency words)
- SPaG expectations always given in English and other Topic lessons so children make the link between SPaG and writing



EYFS SPaG expectations

EYFS expectations (Early Learning Goals)

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Children will also be taught to use capital letters, full stops and finger spaces.



Year 1 SPaG expectations

Year 1: Detail of content to be introduced (statutory requirement)

Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un–</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun /</p>



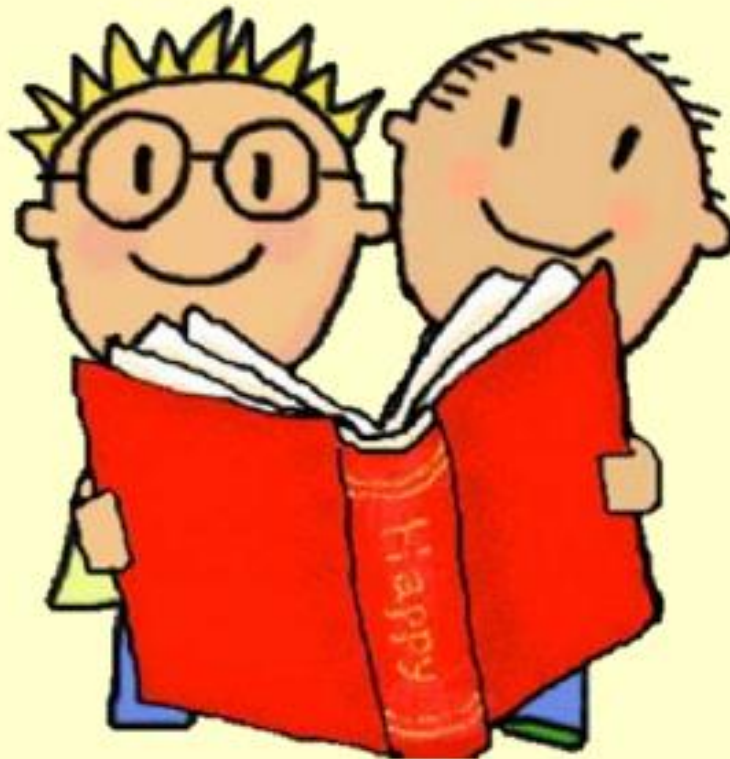
Year 2 SPaG expectations

Year 2: Detail of content to be introduced (statutory requirement)

Word	<p>Formation of nouns using suffixes such as <i>–ness</i>, <i>–er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>–ful</i>, <i>–less</i></p> <p>(A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>–er</i>, <i>–est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>



Helping at home



Bring grammar to life

Refer to grammar when talking to your children – point out nouns as names of objects, places and people.

Play 'i-spy' or guess my object

Play 'i-spy', with the focus on looking for nouns (e.g. dad, bridge, tree, shop, apple). Tell your child that you are going to ask questions about the noun they have chosen. For example, 'Is your noun green?', 'Can your noun fit in my hand?' In this way you introduce grammatical terminology in a fun way.

Help with spelling

If your child is unsure about how to spell a word, encourage them to sound the word out and write the letter or group of letters (the grapheme) represents each sound (the phoneme).

Play with punctuation

When you read, occasionally look at the punctuation and talk about what it is telling the reader to do. Show your child how a question mark tells you to raise your voice at the end of the sentence to indicate a question being asked. Explore how you can show the 'feeling' behind an exclamation mark.

Play silly games

Silly games really help children learn! Watch [How can I help my child with grammar, punctuation and spelling video](#) to see some quick and easy games in action.



Nouns

Show your child a tray of objects. Name them together and explain that all these words are nouns. Nouns name a person, place or thing.

Look for capital letters at the beginning of proper nouns, e.g. on a map for place names, or the address on a letter for people's names, street and county names.

Plurals

When you have one of a noun then it is singular: one cat. When you have two or more of a noun it is plural: two cats. Most plurals are made by adding -s or -es to the noun. But some are different: child becomes children; foot becomes feet; person becomes people.

There are special nouns called collective nouns which describe a group of people or things. Look at an animal book and explore the collective nouns. Make a list of the ones you find. Here are some you might like to tell your child: a murder of crows, a crash of hippopotami, a leap of leopards, a lounge of lizards, a tower of giraffes.



Adjectives

An adjective adds information about a noun, e.g. a *red* hat, a *tiny* bird.

Play guessing games that encourage your child to describe an object. Ask them to choose one of their toys and describe it to you. Make sure that you can't see the toy. Can you guess what it is from the adjectives they have used? Now describe an object for your child to identify.

Adverbs

An adverb gives more information about a verb, e.g. shout *loudly*, play *nicely*.

Play 'Crazy Adverbs' – one person is given a verb and adverb to act out, e.g. 'dance gracefully', 'spin quickly'. The aim is for the actor to dance/spin in such a way that others can guess what the adverb is. It might be worth modelling this game for your child by taking the first turn at being the 'actor'.



Opposites

Play 'Opposite World', a game where you use 'don't' to mean 'do'! For example, 'Don't give me five!' = 'Give me a five!' Say an 'opposite' sentence to your child and see whether they understand it and can carry it out. Take it in turns, giving them the chance to make up some sentences for you.

Expand the game to include antonyms (words that mean the opposite of each other). For example, 'up' means 'down', 'small' means 'big', 'quiet' means 'loud' etc. Again, take it in turns to say 'opposite' sentences to each other (e.g. Find me a small toy) and carry them out. Try using opposite adverbs, e.g. clap your hands 'softly' (meaning clap loudly!), jump about 'slowly' etc.

Make up some silly sentences using opposites, e.g. I love to eat worms! See who can make the funniest sentence.



Questions and commands

Show your child how a question is formed using question words such as how, where, when, what and why. Make up some questions together. You could try to find the answers too.

Now show your child how to turn the questions into commands . For example, 'Can you help me with the lunch?' becomes 'Help me with the lunch!' Point out the difference in punctuation at the end of a question and a command. Can your child change a question into a command?

Odd one out

Play 'Odd one out' – write a list of words with one word that is the odd one out e.g. the words are all verbs except one. Can your child find the odd one out? Can they say what types of words are in the list? Can they tell you what type of word the odd one out is? If your child finds it too difficult, give them a clue.

For example: shout, sing, horse, flick, beg (all verbs except horse which is a noun); cute, small, delicate, bendy, sky, (all adjectives except sky which is a noun); teacher, mouse, ladder, Scotland, desk (all common nouns except Scotland which is a proper noun); quickly, silently, cautiously, dance, fast (all adverbs except dance which is a verb).



Year 2 SPaG SATs - spelling test paper

Spelling

P. There was a big _____ in the garden.

1. I need to _____ my holiday suitcase.

2. The _____ is dark at night.

3. The snail hid inside its _____.

4. My friend has a new _____ sister.

5. After tea I will _____ Grandma.

6. My friend has brown _____.

7. A flock of geese is _____ overhead.

8. The swing was made from a _____ of wood.

9. The class learnt about _____ in maths.

10. I like to _____ to my friends at playtime.



Year 2 SPaG SATs - spelling, grammar and punctuation paper

1 Tick the correct word to complete the sentence below.

Tomorrow, we could go for a walk _____ play games indoors.

Tick **one**.

when

☐

or

☐

because

☐

if

☐

2 Tick the correct word to complete the sentence below.

_____ you go to the park, you can play a game.

Tick **one**.

And

☐

So

☐

But

☐

If

☐

3 Which sentence is a **command**?

Tick **one**.

Pack away your paints now.

☐

You should be proud of your work.

☐

Will you show me your painting?

☐

That's your best work yet!

☐

4 Add a **suffix** to the word fall to complete the sentence below.

The autumn leaves are fall _____ to the ground.

