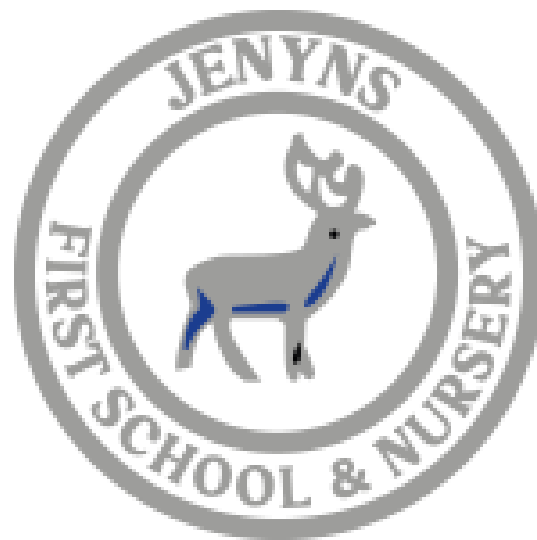


Welcome to Birch Class



*Embracing Respect, Nurturing Growth,
Inspiring Ambition*



Meet the Team

- Class Teacher: Mrs Moore (Monday, Wed-Fri)
- Teaching Assistant: Mrs Donno (Tues- Fri) and Mrs Smith (Mon and Tues)
- Tuesday: Birch class will be taught by Mrs Smith, Mrs Donno and Mr Sadler
- PPA Cover: Mrs Smith (Monday PM)



Being ready for school

- The gate is open from 8:30am.
- The bell is rung at 8:45am.
- The register is taken straight away (at 8:50 am) - really important that children arrive on time.
- Dressed appropriately for the weather (name everything!)
- Water bottle brought to school each day (not in book bag!)
- Reading book and reading record brought to school each day - please keep their reading book in their school bag.

Home School Agreement Reminder



Jenyns First School and Nursery

Home/School Agreement

At Jenyns First School and Nursery, we believe that every member of the school community should be valued, respected and treated as an individual, in accordance with our values. We believe that every young person should be given the opportunity to develop socially, to learn and to enjoy community life. We believe that high quality teaching promotes effective learning and good behaviour. We promote positive behaviour and teach children to take responsibility for their own actions and accept the consequences of their choices. This vision is underpinned by our values, and our three rules.

By agreeing to the Home/School Agreement it will assist us, the children and you as parents/carers to work towards achieving our aims and ensuring that the school's values are maintained.

The School will:

- Provide a safe, caring, happy and stimulating environment in which your child can make good progress, feel valued, be comfortable, be healthy, learn well, develop social skills and form friendships.
- Keep you informed about the curriculum your child will follow, and their progress and welfare.
- Make sure you are told about school and class activities for each term by letter and Newsletters through Arbor and the School website.
- Provide an annual written report on your child's progress, attitude and achievement.
- Inform you as quickly as possible about any changes that may affect your child e.g. cancellation of clubs or other events for unforeseen reasons.
- Contact you if your child is marked absent on the register and the school has not been informed of a reason.
- Contact you if your child is unwell or has an injury that needs more than minor first aid.
- Respect your child's beliefs, opinions and ideas and encourage them to do their best in all aspects of school life
- Have high expectations of parents/carers and children, insisting that all discussions are respectful, not tolerating aggression or threatening behaviour.
- Be open and available to listen to your thoughts or your concerns about any matters relating to your child.

Home School Agreement Reminder

- **The School will:**
- Provide a safe, caring, happy and stimulating environment in which your child can make good progress, feel valued, be comfortable, be healthy, learn well, develop social skills and form friendships.
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- Have high expectations of parents/carers and children, insisting that all discussions are respectful, not tolerating aggression or threatening behaviour.
- Be open and available to listen to your thoughts or your concerns about any matters relating to your child.

Home School Agreement Reminder

Pupils will try to:

- Follow the school values
- Respect themselves, other people and the community surrounding us
- Always try my best
- Look after my own and other people's possessions
- Take responsibility for myself and my actions
- Feel proud to represent the school

Home School Agreement Reminder

The family will:

- Ensure my child attends school regularly, starting the day at 8.50am, appropriately dressed within the school dress code and ready for the day ahead.
- Notify the school on the first day of absence if my child is unable to attend and provide a note of explanation when they return
- Support our child in their learning and other school activities such as regular homework.
- Attend Parent/Teacher consultations twice per year
- Support the school and its policies for behaviour to ensure the wellbeing of my child and the school community
- Reinforce the school values: Be respectful, try your best, be positive!
- Work in partnership with the school, informing staff of any concerns or problems that might affect my child's ability or behaviour
- Support your child with their academic studies and ensure that all home learning is completed to a high standard and handed in on time.
- Read the schools reading book and other books for pleasure, then sign the reading record to show the school that reading is practiced and valued at home. It is expected children read at least three times at home.

20 is plenty!

Children who read for
20 minutes a day...

Will have a world of
imagination & creativity
opened to them

Will have better
general knowledge

Will be exposed to 1.8
million words a year

Will improve their
communication skills

Will improve critical
thinking skills

Will have a broad
vocabulary

Will have reduced
stress levels

Will learn how to
develop empathy

Will improve their test
results



@SonicaEllis

Benefits of Reading to Children

Improves
Focus.

Boosts Language
Skills.

Encourages a
Love for Books.

Builds a
Strong Bond.

Strengthens
Listening Skills.

Supports Brain
Growth.

Introduces New
Feelings.

Sparks
Curiosity.

Promotes Positive
Messages.



Attend today, Achieve tomorrow!

- Missing a few days of school here and there may not seem like a big deal, but research shows that it can have a significant impact on children's learning. Children who miss a substantial amount of school fall behind their peers and struggle to catch up.
- Poor attendance often starts at primary school, and children who fall into this pattern are likely to underachieve at Secondary/Middle/Upper school. Pupils who miss between 10% to 20% of school (that's 19 to 38 days per year) stand only a 35% chance of achieving five or more good GCSEs, compared to 73% of those who miss fewer than 5% of school days.
- Friendships can be affected by persistent absence, too: it can be hard for a child who misses lots of school to form relationships with their classmates

ATTENDANCE MATTERS

WHAT DO YOUR
ATTENDANCE
FIGURES
ACTUALLY MEAN?

95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

BE SMART BE THERE!

Percentages based on 190 academic days

Term Time Holiday

- Following National Guidance and our Attendance Policy, any term time holiday lasting more than 10 sessions (5 school days) will result in a fixed penalty notice for each statutory school aged child for each parent.

**Working together to
improve school
attendance**

Statutory guidance for maintained
schools, academies, independent
schools and local authorities

August 2024

● WEEK 1: 13 Apr, 5 May, 1 Jun, 22 Jun, 13 Jul, 1 Sep, 21 Sep, 12 Oct ● WEEK 2: 20 Apr, 11 May, 8 Jun, 29 Jun, 20 Jul, 7 Sep, 28 Sep, 19 Oct ● WEEK 3: 27 Apr, 18 May, 15 Jun, 6 Jul, 14 Sep, 5 Oct

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Red	MAIN MEAL 1	Pork Sausages & Gravy	Beef Lasagne	Roast Chicken with Stuffing & Gravy	Quorn Burger (v)	Fish Fillet Fingers
Green	MAIN MEAL 2	Lentil Bolognese Pasta Shells (Ve)	Plant-Based Grill (Ve)	Cheese & Tomato Puff Pastry Tart (v)	Butternut & Chickpea Biryani (Ve) (New)	Margherita Pizza (v)
	SIDE DISH	Mashed Potatoes	Herby Garlic Bread or Potato Wedges	Roast Potatoes or Wholemeal Pasta	Potato Wedges or Herby Garlic Bread	Chips or Tricolour Pasta
Blue	JACKET POTATO FIXED	Beans & Cheese (v)	Grated Cheese (v)	Tuna Mayo	Beans & Cheese (v)	Baked Beans (Ve)
Yellow	COLD OPTION FIXED	Tuna Mayo Baguette	Chicken Mayo Baguette	Ham Baguette	Egg Mayo Baguette (v)	Cheese Baguette (v)
	DESSERT	Peach & Apple Crumble & Ice Cream (v)	Fresh Fruit Wedges (Ve)	Fresh Fruit Jelly (Ve)	Raspberry & Lemon Square (v) (New)	Marble Cookie (v)
Red	MAIN MEAL 1	Chicken Curry	Plant-Based Meatballs with Tomato Sauce (Ve)	Roast Beef with Yorkshire Pudding & Gravy	Chicken Pie & Gravy	Battered Fish
Green	MAIN MEAL 2	Plant-Based Sausages & Gravy (Ve)	Mac 'n' Cheese (v)	Quorn Fillet with Stuffing & Gravy (Ve)	Mild Bean Chilli (Ve)	Margherita Pizza (v)
	SIDE DISH	Brown & White Rice or Potato Wedges	Pasta or Herby Garlic Bread	Roast Potatoes or Wholemeal Pasta	New Potatoes or Brown & White Rice	Chips or Tricolour Pasta
Blue	JACKET POTATO FIXED	Tuna Mayo	Grated Cheese (v)	Beans & Cheese (v)	Baked Beans (Ve)	Beans & Cheese (v)
Yellow	COLD OPTION FIXED	Cheese Baguette (v)	Egg Mayo Baguette (v)	Chicken Mayo Baguette	Ham Baguette	Salmon Mayo Baguette
	DESSERT	Apple Tart & Ice Cream (v)	Fresh Fruit Wedges (Ve)	Fresh Fruit Jelly (Ve)	Strawberry Mousse (v)	Chocolate Muffin (v)
Red	MAIN MEAL 1	Pulled Paprika Chicken Flatbread (New)	Beef Burger	Roast Chicken with Stuffing & Gravy	Quorn Hotdog (v)	Fish Fillet Fingers
Green	MAIN MEAL 2	Breaded Bean & Vegetable Grill (Ve)	BBQ Bean Loaded Hash Browns (Ve)	Roasted Summer Veg Quiche (v)	Cauliflower Cheese Pasta Bake (v) (New)	Margherita Pizza (v)
	SIDE DISH	Brown & White Rice or Pasta	Potato Wedges	Roast Potatoes or Wholemeal Pasta	New Potatoes	Potato Wedges or Tricolour Pasta
Blue	JACKET POTATO FIXED	Salmon Mayo	Grated Cheese (v)	Baked Beans (Ve)	Grated Cheese (v)	Beans & Cheese (v)
Yellow	COLD OPTION FIXED	Tuna Mayo Baguette	Chicken Mayo Baguette	Ham Baguette	Egg Mayo Baguette (v)	Cheese Baguette (v)
	DESSERT	Pancake with Blueberries (v)	Ice Cream with Chocolate Cookie Crumb (v)	Fresh Fruit Jelly (Ve)	Fresh Fruit Wedges (Ve)	Orange Shortbread (Ve)

Vegetables and a variety of salads are served daily. V = Vegetarian Ve = Vegan.



@hclcatering

www.hcl.co.uk

Snack

Fruit or vegetables are provided for the children everyday.

You don't need to provide a snack however if you know your child only eats certain fruits then it is best to provide a snack as we do not know which snack we will have on certain days.

Snack from home must only be a fruit or vegetable snack or the YoYo bear snack - fruit equivalent, dried fruit. This is because of allergies.

The children can also have milk if requested.

Please see the office if you would like your child to have milk.

Everyone needs to bring a named water bottle everyday.
Children are encouraged to drink water throughout the day

Uniform

- School royal blue jumper/cardigan (preferably with logo)
- School royal blue fleece (optional)
- Grey long trousers, shorts, skirts or pinafore, white polo shirt
- When warm, royal blue and white checked dresses can be worn
- Grey tights or grey/white socks
- Black, comfortable school shoes - no visible logos or coloured soles
School royal blue base-ball cap (optional)
- Coats should be a colour or design to ensure that children are visible when it is dark for going home in the winter months

PE Kit Reminders

PE Kit

Navy shorts

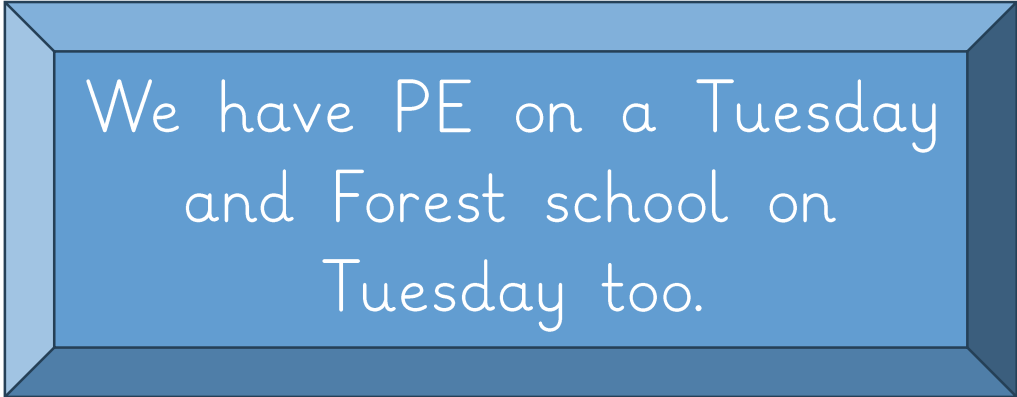
Royal Blue T-shirt (preferably with logo)

Navy jogging bottoms

School Royal Blue hooded sweatshirt (optional)

Trainers (white or black- plain) in the summer months or children can wear plimsolls or have bare feet in the winter months when PE is inside

White socks



We have PE on a Tuesday
and Forest school on
Tuesday too.

PE Kit Expectations

It is better for PE Kits to be left in school every day.

It is our preference that PE kits are taken home and washed weekly.

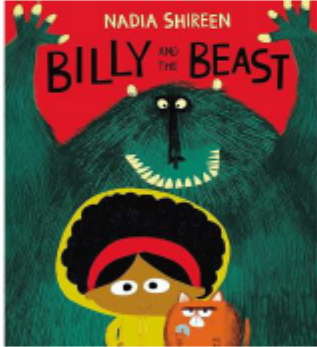
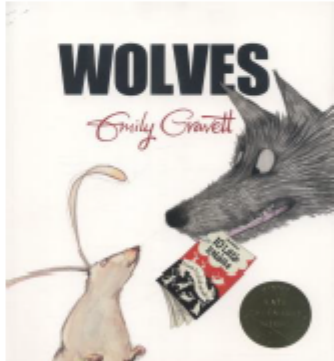
If a PE kit isn't in school, then a quick conversation between the class teacher and parent will take place.

If a PE Kit is missing on a regular basis e.g. 3 weeks in a row, then a letter will be sent as a reminder.

Class Timetable

	8:50 -9:00	9:05 -9:25	9:25- 9:30	9:30 -10:30	10:30 - 10:45	10:45- 11:00	11:00-12:00	12:00 -1:00	1:00 -2:00		2:00 -3:00		3:00- 3:10	
Mon	Spellings	Phonics/ Spag	Movement Break	English	P L A Y T I M E	Guided reading	Maths	L U N C H T I M E	Handwriting	DM PPA			Assembly Head -teacher	
										RE	PSHE	Reading and Library		
Tue RS and ND JS	Handwriting	Phonics/ Spag	Movement Break	English RS and ND		Guided reading	Maths JS			PE JS		Forest School RS and ND		Assembly British Values
Wed	Maths Fluency	Phonics/ Spag	Movement Break	English		Guided reading	Maths			Handwriting	Science		Class Story	Assembly Singing
Thur	Spellings	Phonics/ Spag	Movement Break	English		Guided reading	Maths			Handwriting	Computing		Music	Class Story
Fri	Maths Fluency	Phonics/ Spag	Movement Break	Spelling test English		Guided reading	Maths		Handwriting	Art		Geography	Assembly Celebration 2:50	

Birch Class Curriculum Map

English We will be covering a narrative unit based 'Billy and the beast' by Nadia Shireen. Through this text the children will write character descriptions and recipes as well as their own version of a 'defeat a monster' narrative. Following this we will be covering a non-fiction unit based 'Wolves' by Emily Gravett. They will write captions, produce information writing and write a non-chronological leaflet.	Maths This half term we will explore place value which will include counting on and back to 100, representing numbers, finding one more/ one less, using number lines as well as comparing and ordering numbers. This will be followed by addition and subtraction within 20 which will include finding parts and wholes, exploring number bonds, doubles, adding three digits, fact families and finding the difference.	Science <u>Living things and habitats</u> During this unit of work, children will learn about living things and their habitats. They will start the unit of work looking at whether things are living, dead or have never been alive. They will then look at microhabitats and larger habitats identifying some animals that may live there. Children will then conduct an investigation to see which type of conditions woodlice prefer in their habitat. After that they will look at how living things are adapted to their environment. Finally they will look at food chains within habitats.	Phonics/SPAG Yr1: <u>Sounds</u> Review Phase 3 and 4 Phase 5 /a/ ay /ow/ ou (cloud) /oi/ oy (toy) /ea/ ea (each) <u>Tricky words</u> Phases 2-4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today Yr2: ge/dge/g/, homophones and months of the year, ey, Common exception words, a after w and qu, or after w and co-ordination. 	Art- Drawing- explore and draw In this unit, the children will be using the local environment as inspiration for their drawing. They will be collecting objects of interest then using a range of materials to explore mark making. 
Geography - Our local park In this fieldwork unit children will explore our local park, naming and describing what they observe and how different areas are used. Children will identify the park on a map and use compass directions and simple directional language to describe routes. They will investigate human and physical features of the park through first-hand observation and fieldwork, collecting and recording data about its facilities.	 Birch Class Year group: 1 and 2 YEAR B Term: Autumn 1 			Music- Tempo Through the theme of snail and mouse, we will use our voices, bodies and instruments to explore tempo.
Computing - Programming Beebots In this unit we will be looking at creating some classroom robots by giving our peers some clear instructions. We will then explore the beebots and how we program them to follow our instructions and then look at how we can use them to solve problems and complete a maze. We will also look at identifying errors in instructions.	PE- Gymnastics Children will develop their strength, balance, coordination, flexibility and body control through a range of fun and challenging activities. They will learn to perform and link movements such as rolls, jumps, balances, turns and travelling actions, while exploring how they can use different parts of their body and vary their movements.	Trips/Experiences 21/9 Individual photos 25/9 Harvest Festival 1/10 National Poetry Day 2/10 Old Man's Day 	RE -What do Christians believe about God? In this unit children look at 'God as 'Father' as an introduction to Christianity. They first learn about God as the Creator and the Christian story of Creation and an introduction to the Bible. Also children will consider what a Christian might believe about God and how they feel they should behave with regard to the world they have been given as God's creation.	PSHE <u>Being me in my world</u> In PSHE we will be learning to understand our place in the class, school and global community as well as creating our Class Learning Charter. 

Links to website

- Lots of class information can be found on the school website
- This will be updated with pictures of their class work.



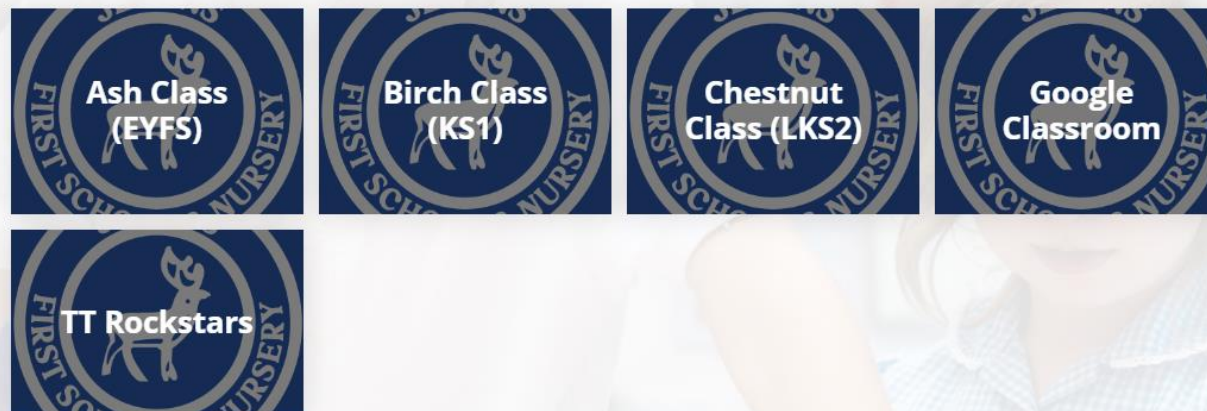


Jenyns First School and Nursery
Embracing Respect, Nurturing Growth, Inspiring Ambition

- Home
- About our School
- Key Information
- News and Events
- Parents and Guardians
- Children

HOME → CHILDREN → CLASS PAGES

Class Pages



Search Translate

Communication Reminders

- Teachers will be outside their classroom gate's to greet the children and welcome them into school. This will be an opportunity to communicate any **urgent** messages.
- If you miss your child's teacher, feel free to speak with Mr Sadler or speak with Mrs Turner in the office (if needed).
- Under no circumstance, enter the classroom cloakroom or classroom door as this is a safeguarding risk.
- All non-urgent messages that you wish to communicate via email, should be directed to the School Office on admin@jenyns.herts.sch.uk - in the subject heading you can state who you wish the email to be forwarded to.
- To make an appointment with the class teacher, please speak to the school office or telephone the school office on **01920 821461**.

Home-Learning

This Year we will be beginning to send home Home-Learning.

Just spellings will be sent home this Friday (11/9)

Home-Learning will be set home next Friday (18/9)

A copy of the terms spellings will be sent home this Friday as our first test is next Friday.

Sent home on a Friday to be returned the following Wednesday

Spelling and times tables test takes place every Friday

Home-Learning will be sent home via Google Classroom -

1. Reading practice:- At least 3 times a week. (see next slide)

2. Spellings:- practise at home. Integral part of the Year 1/2 curriculum - they also help to embed their phonics learning.

3. One Maths/Comprehension/Grammar/Topic activity.

- Your help in supporting your child with their home-learning is greatly appreciated.
- It is important that the children try their best with the activity set. Please let us know if your child is finding it difficult.
- Feedback on home-learning is verbal.

Reading in school

Every week your child will come home with a reading book.

They will be heard read at least twice a week in class. This will be in a guided reading session and/or in a one-to-one reading session.

We would greatly appreciate any volunteers who would be able to spare some time even for an hour or so to listen to children read in class.

If you would like to hear children read in class, please go to the office to find out what paperwork you will need to complete.

Reading at Home

- Children will develop their reading skills through a variety of opportunities including independent reading, whole class reading and shared reading.
- How you can help at home:
 - Children should be reading at home at least 4 times a week
 - Aim to read books at least twice if possible, this will help to increase your child's fluency and embed any new vocabulary
 - Talk about the book and ask questions. Example comprehension questions will be sent out via email.
 - Staff will aim to change children's reading books weekly (if they have been read). We have a box in the classroom that children can put their book in once they have read it and need it changed.

Parent Volunteers

- We would very much appreciate any volunteers who would be able to come in to listen to children read.
- Some pupils would really benefit from extra reading.
- If you are interested in volunteering (even if it is just for 20 minutes!) please speak with Mr Sadler or Mrs Turner.

20 is plenty!

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opened to them

Will have better
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Will be exposed to 1.8
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@SonicaEllis

Benefits of Reading to Children

Improves
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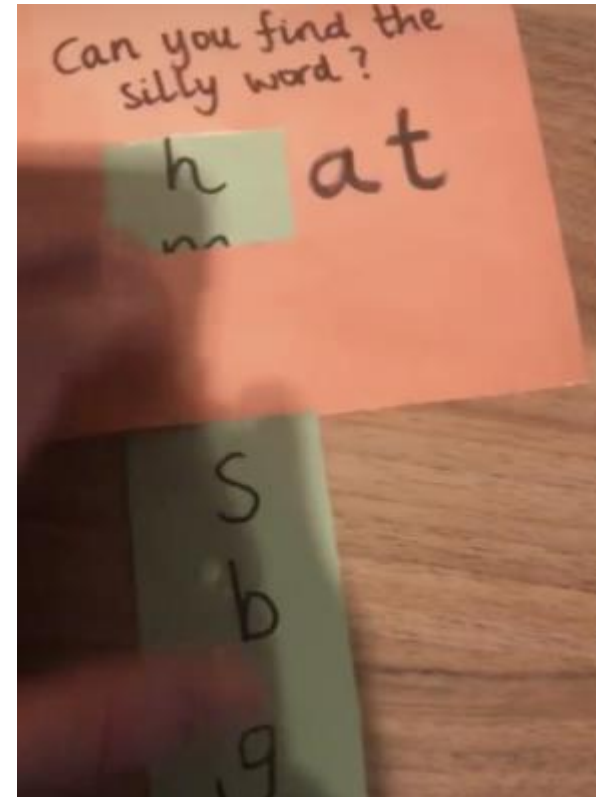
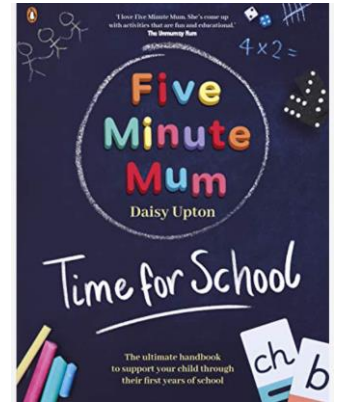
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Spelling Practice at home

- Five minute mum
- 1st - Recognition - write them out onto flashcards, stepping stones, treasure hunts, hoopla over the word, ball into the cup, matching pairs
- 2nd - Word play - word written out with one missing letter, or letters jumbled up, spiders web, letter slider, magnetic letters, draw it
- Day before - writing words. Could be in the bath, on cardboard cereal boxes, old banana skins, chalk, shaving foam, tray of salt, sand, sugar, doodle app, lcd tablet



Interventions that could be used to support your child

Through our ongoing formative assessments, decisions over the weeks ahead will be made as to best help your child to make progress in their learning.

Interventions may include :

- Targeted / booster phonic groups
- Early morning Writing/ Reading and Maths groups
- Social group activities led by familiar and trusted adults
- Additional fine-motor skills/ handwriting support
- Pre-teaching and guided teaching opportunities
- Lego Therapy
- Speech and Language support

New Values



Statutory Assessment Information

- SATs – these are optional that the school can opt in for. As we still do end of year assessments we do tend to still use the SATs papers but in a more relaxed manner and with small groups so we can use them to assess the children's learning.
- Phonics screening / MTC

Key Dates

- Autumn Term 2026
- 7/9/26 - Birch Class Welcome meeting 2:45pm
- 9/9/26 - Chestnut Class Welcome meeting 9:00am
- 9/9/26 - Ash Class Welcome meeting 2:45pm
- 21/9/26 - Individual pupil photos
- 25/9/26 - Harvest Festival @ St Mary's Church (TBC) - 9:30am
- 1/10/26 - National Poetry Day
- 2/10/26 - Old Man's Day - Sweeping the lane - 9:30am
- 5/10/26 - Reading Parent Workshop - 9:00am-10:00am
- 14/10/26 - Parent Consultations
- 19/10/26 - 23/10/26 - Black History Week
- 21/10/26 - Parent Consultations
- 23/10/26 - Parent Stay and Read and Class Sharing assembly 9:00am - 10:00am
- 23/10/26 - FOJ Halloween Disco afterschool
- 26/10/26 - 30/10/26 - Half Term
- 16/11/26 - 20/11/26 - Anti Bullying Week
- 20/11/26 - Children in Need
- 26/11/26 - Glitter Afternoon
- 26/11/26 - 1/12/26 - Book Fair afterschool
- 4/12/26 - Occasional Day (School Closed)
- 7/12/26 - INSET (School Closed)
- 8/12/26 - Theatre company performing a Pantomime to whole school
- 17/12/26 - Rocksteady performance (2:30pm)
- 18/12/26 - End of term - 12:15pm
- TBC - Christmas Performance
- TBC - Christmas Jumper Day and Christmas Dinner

FOJ



- Friends of Jenyns are: Nic Donno (Luna's Mum) & Rachael Evans (Harper E's Mum)
- Friends of Jenyns are always looking for help with the various events that take place throughout the year. These include:
 - Halloween Disco (Autumn Term 1)
 - Christmas Fair (Autumn Term 2)
 - Quiz night (Spring Term 2)
 - Wheelbarrow Race! (Summer 2)
- Please sign up to the FOJ Whatsapp group if you would like to help. Clipboard at the front.



Ways FOJ have helped

- Funded huge projects such as the new library and new climbing frame. Our next project is a climbing frame for the field.
- Ice Cream van on the last day of term.
- Easter Egg hunt
- Whole School Christmas Pantomime
- Whole School trip to Hertfordshire Zoo and Aquarium/beach last year
- Supplement the costs of class trips (helping to pay for transport)
- Provide Leavers experiences, such as bouncy castle event, hoodies for our Year 4 leavers and leaving gift.

Thank you for joining Birch's Class
Workshop

Any Questions?

Year 1 Key learning statements - Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Year 1 Key learning statements – Reading comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Year 1 Key learning statements - Writing

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 1 Key learning statements - Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 1 Key learning statements – Maths Ready to Progress Criteria

- Count within 100, forwards and backwards, starting with any number
- Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$
- Develop fluency in addition and subtraction facts within 10.
- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.
- Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
- Read, write and interpret equations containing addition
- $(+)$, subtraction $(-)$ and equals $(=)$ symbols, and relate additive expressions and equations to real-life contexts.
- Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.
- Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

Year 2 Key learning statements - Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Year 2 Key learning statements – Reading comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 2 Key learning statements - Writing

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2 Key learning statements – Writing

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Year 2 Key learning statements - Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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.

Year 2 Key learning statements – Maths Ready to Progress Criteria

- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning.
- Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.
- Secure fluency in addition and subtraction facts within 10, through continued practice.
- Add and subtract across 10, for example: $8+5=13$ $13-5=8$
- Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?"
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.

Year 2 Key learning statements – Maths Ready to Progress Criteria – Continued

- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.
- Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).
- Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.