

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr Seuss.



KSI English Home Support Pack 2023/24



Reading for Meaning and Pleasure at Brecknock

At Brecknock, we are passionate about children's reading and ensure that our curriculum is rooted in plentiful opportunities for rich text exploration. Children's daily reading at home is crucial to growth as readers and writers.



The Adventure Road Map challenge is incredibly successful programme for avid and reluctant readers in year 1 and 2. The map helps children navigate the 30 brand new titles and authors they can choose from. Certificates are awarded in Star of the Week assembly each week!

<https://www.ukreadingroadmap.org/>

Class book corners in every classroom displays rich, high-quality texts in environments that celebrate and promote reading.

Reading for pleasure books! Children take home phonics levelled books or colour banded books to support their decoding and developing



fluency. However, we also ask that children share a Reading for Pleasure book at home daily. Children can choose a book from the Adventure Road map or any of the exciting books in the class book corner. Children can change their Reading for Pleasure book as often as they like!

Phonics at Brecknock

In line with DfE national guidance around early reading and the role of validated systematic synthetic phonics programmes, we follow the Little Wandle phonics programme. Little Wandle parent/home resources can be found from page 5 of this pack.



What exactly is phonics?

Words are made from small units of sound called **phonemes**. Phonics lessons teach children how to listen carefully and identify the phonemes that make up each word. This helps children to learn to first read and then spell words.

Phonics is recommended as the **first strategy** children should be taught in helping them **learn to read**. It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and foster within them a love of reading.

In phonics lessons children are taught three main things:

GPCs: grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order.

Blending: children are taught to blend. This is when they say the sounds that make up a word and are able to merge the sounds together until they

can hear what the word is. This skill is vital in learning to read.

Segmenting - children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

What makes phonics tricky?

In some languages, learning phonics is easy because each phoneme has a single grapheme to represent it. The English language is a bit more complicated. This is largely because it has been influenced by many different cultures and so is a blend of Germanic, Romance and Latinate languages. As a result, although English only has around 44 phonemes, there are around 120 graphemes (ways of writing down those 44 phonemes). Of course, we only have 26 letters in the alphabet so some graphemes are made up from more than one letter.

Digraphs are graphemes made up of two letters.

ch th oo ay

Trigraphs are graphemes made up of three letters.

ear air ure

Split digraphs are separated/split by a letter but still make one sound.

a-e in *make* and *cake*

i-e in *nice* and *bike* e-e in *even* and *Steven*

o-e in *phone* home-u-e in *cute* *flute*

Another slightly sticky problem is that some graphemes can represent more than one phoneme. For example, 'ch' makes very different sounds in these three words:

chip

school

chef

These tricky bits mean that it is even more important that we teach phonics and that children learn it clearly and systematically. A written language is essentially a form of a code. Teaching phonics is teaching children to crack that code. Children learn the simple bits first and then can easily progress on to the trickier bits.

Phonics for Writing

When writing, children have to listen to the whole word and segment it into its individual phonemes. We use the sound mats to help the children locate and choose the correct sound to help them spell and write.

Eg; *sat* s-a-t

Little Wandle Parent Resources

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>





Follow the link above or click [here](#) for the Little Wandle parent page.

The resources on this page will help you support your child with saying their sounds and writing their letters.

There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home.

On the Little Wandle parent page, you will find:

- **Sound guides** with helpful pronunciation and letter formation phrases

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.

- **Capital letter** formation phrases

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.

- **Helpful how to videos** on GPC pronunciation, alien words, tricky words and blending.



A quick guide to alien words



How we teach tricky words



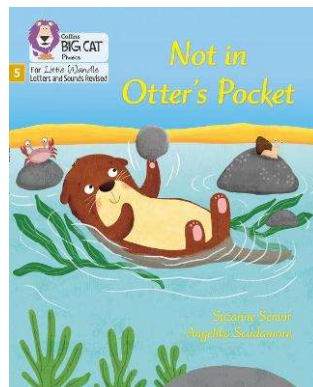
How we teach blending

- Reception and Year 1 **Programme Overview** with GPC and tricky word progression.

Reception

<p>Autumn 1 Phase 2 graphemes</p> <p>s a t p i n m d g o c k c k e u r h b f l</p>	<p>New tricky words</p> <p>is I the</p>
<p>Autumn 2 Phase 2 graphemes</p> <p>ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	<p>New tricky words</p> <p>put* pull* full* as and has his her go no to into she push* he of we me be</p>

- Information on the **Little Wandle Big Cat Collins** phonics books and how to use them.



































Reception Grapheme Mat

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--































 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Year 1 Grapheme Mat

Grow the code grapheme mat

Phase **2**, **3** and **5**












 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou



Year 1 Grapheme Mat continued

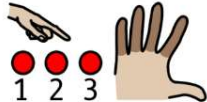






Grow the code grapheme mat

Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

Reading and Comprehension Skills

As well as learning how to decode and blend words, children also need to be able to understand of the text they read. To do both of these things they use a range of reading strategies. For example:

 <p>Sound out words</p>	<p><i>car/park</i></p> <p>Chunk larger words</p>	<p><u>..dangerous area.</u></p> <p>Underline the key words</p>
 <p>Read-on to check meaning</p>	 <p>Main idea</p>	 <p>what when</p>
 <p>Use the pictures</p>	 <p>Imagine the story</p>	 <p>who where</p> <p>'W' question words</p>

As children become more fluent readers, they develop and broaden the range of comprehension skills they use when reading.

 <p>Prediction</p>	 <p>Inference</p>	 <p>Questioning</p>	 <p>Summarising</p>
 <p>Evaluating</p>	 <p>Making connections</p>	 <p>Clarifying</p>	

Vocabulary is a vital part of reading and writing and is taught in every reading and writing lesson.

Book Talk

Talking to your child about the book they are reading is essential for helping them *make sense of text* and *nurturing a love of reading* .

It helps children to *trust their own ideas* and interpretations, to talk effectively about a book, *deepening their understanding* , shifting their ideas, thinking together as a group and moving comprehension forwards.

It can open up new worlds for children, giving them the opportunity to use their imagination to explore new ideas, visit new places and meet new characters. It also improves children's *well-being and empathy* . It helps them to understand their *own identity*, and gives them an insight into the world and the *views of others* .



Here are some question prompts you can use to discuss books your child

Picture Book Prompts

Does this picture remind you of anything you have seen before?	Can you smell anything inside this picture?	How does this page make you feel? Why?
How would you describe the colours in this picture?	Is there anything unusual about this picture?	If you were able to hear sounds in the picture, what would it be?
What is important in the picture? How does the illustrator show this?	What has happened before this picture?	What do you think will happen in the next picture?
Can you describe the characters on this page? What do they look like?	What is happening on this page?	Does anything in the picture remind you of another book? Or your own life?

Text Prompts

Questions I may ask...

- Find a word from paragraph 2 which shows that... (*Lucy is feeling sad*)
- What was happening at..... (the beginning of the story)?
- What does 'animation' (Insert any word here) mean?

- Which character is.....?

Where is the story set?

What is happening on this page?

- True or false? (Based on something that happens in the text)

Find one word which ... (shows that the lava was hot)

Further questions that require children to use prediction and inference skills.

Questions I may ask

- What do you think might happen next?

Why do you think that?

- How isfeeling at the start/middle/ end of the story? Why do they feel that way? Does this surprise you?

- Who was the storyteller? How do you know?

- How does this character feel about...?

- Why did he/she feel...?

- What do you think he/she is thinking?

- How did the character's feelings change?

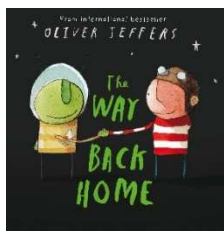
Picture Book Recommendations





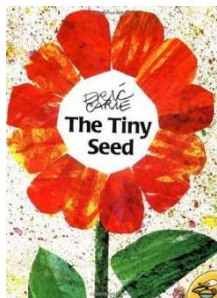
Greta and the Giants by Zoe Tucker

Greta is a little girl who lives in a beautiful forest threatened by Giants. When the Giants first came to the forest, they chopped down trees to make houses. Then they chopped down more trees and made even bigger homes. The houses grew into towns and the towns grew into cities, until now there is hardly any forest left. Greta knows she has to help the animals who live in the forest, but how? Luckily, Greta has an idea.



The Way Back Home by Oliver Jeffers

We don't think you could go wrong with any Oliver Jeffers book! One day, a boy finds an aeroplane in his cupboard. Up, up, up and away he flies, high into the sky. Whizzing past clouds, stars and planets until suddenly, he runs out of petrol. Miles from Earth, the boy crashes onto the moon and waits ... we'll let you read the rest!



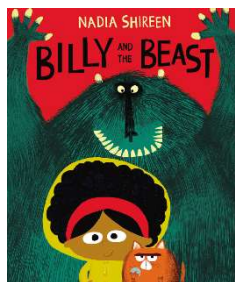
The Tiny Seed by Eric Carle

This is the story of how a tiny seed travels from its parent plant and blows across seas, deserts and mountains, braving many hazards along the way, before finally finding a place to settle and grow into a beautiful flower so that the story can start again. A beautiful and uplifting story.



The Story Machine by Tom Hughes

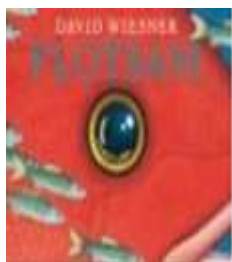
Elliott stumbles across a machine. At first, he can't work out what the machine is for. then, quite by accident, Elliott makes the machine work. The machine makes letters! Elliott thinks it must be a story machine but, sadly, Elliott isn't very good at letters and words. But, wait, some of the letters look like pictures. Elliott is good at pictures and, as he discovers, pictures make stories.



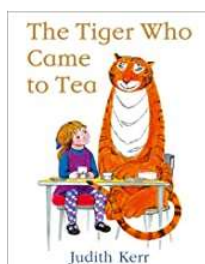
Nadia Shireen

From Bumble Bear, to the Billy series and the Cow who Fell to Earth, we seriously love Nadia Shireen's beautiful, funny and warming picture books. We hope you you're ready for a roaring adventure full of character, heart and comedy.

Flotsam by David Wiesner

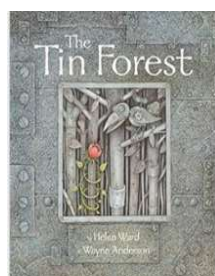


A bright boy goes to the beach equipped to collect and examine flotsam—anything floating that has been washed ashore. Bottles, lost toys, small objects of every description are among his usual finds. But there's no way he could have prepared for one particular discovery: a barnacle-encrusted underwater camera, with its own secrets to share . . . and to keep.



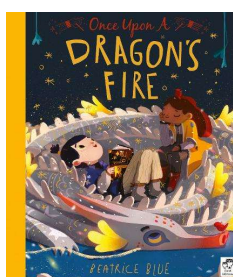
The Tiger Who Came to Tea by Judith Kerr

This classic story of Sophie and her extraordinary teatime guest has been loved by millions of children since it was first published more than fifty years ago. The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big furry, stripy tiger!



The Tin Forest by Helen Ward

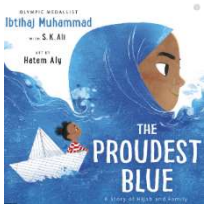
"There was once a wide, windswept place, near nowhere and close to forgotten that was filled with all the things that no one wanted." So begins Helen Ward's tale of the Tin Forest where an old man lives who tidies the rubbish and dreams of a better place. With faith, ingenuity and hard work, he transforms a junkyard into a wonderland in this poetic modern fable



Once Upon A Dragon's Fire by Beatrice Blue

We loved studying this bold, exciting and truly beautiful story on World Book Day this year. Do you know how dragons got their fire? It all began once upon a magic kingdom, when a fearsome, terrifying dragon stalked the land. Or so the stories said. When two children called Freya and Sylas met the dragon, they found something very different indeed...

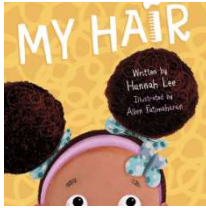
Black and Asian Authors/Protagonists at Brecknock



Ibtihaj Muhammed
The Proudest Blue (all ages)



David Olusoga
Black and British (Upper KS2)



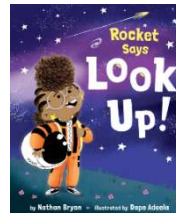
Hannah Lee
My Hair (all ages)



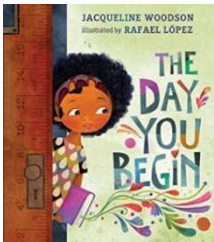
Joseph Coelho
Grandpa's Stories (all ages)



Vashti Harrison
Little Leaders in Black History (all ages)



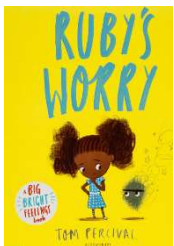
Nathan Bryon
Look Up! (all ages)



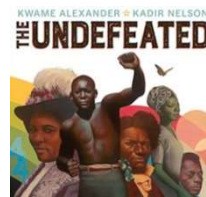
Jacqueline Woodson
The Day You Begin (all ages)



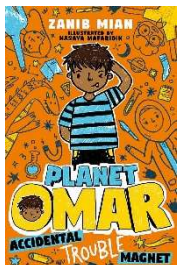
Dr Maggie Aderin-Pocock
Grand Tour of the Solar System (all ages)



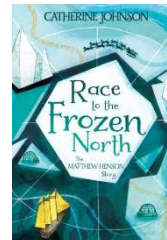
Ruby's Worry
Tom Percival himself is not from a black or Asian background but we love his story about brave Ruby.



Kwame Alexander
The Undefeated (KS2)



Zanib Mian
Planet Omar (KS2)



Catherine Johnson
Race to the Frozen North (KS2)



Jill Murphy

The Worst Witch series



Jeff Brown

Flat Stanley series

Roald Dahl

Boy Tales of Childhood

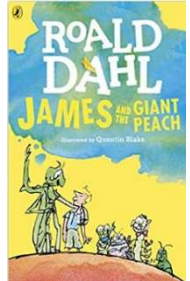
James and the Giant Peach

The Witches

Matilda

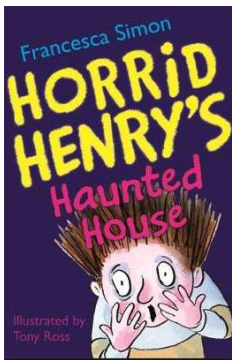
The BFG

The Twits



Francesca Simon

Horrid Henry series



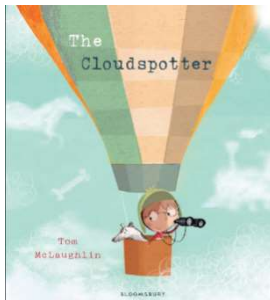
Beyond Picture

Books

Recommendations

Reading for meaning in

KSI

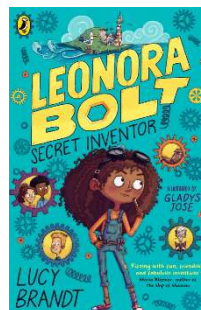
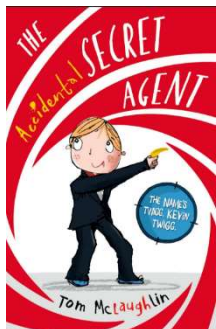


Tom McLaughlin

The Cloudspotter

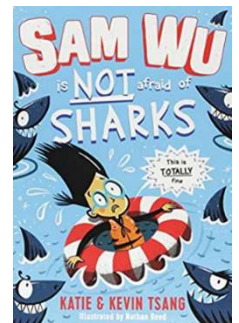
The Accidental Secret Agent

The Accidental Prime Minister



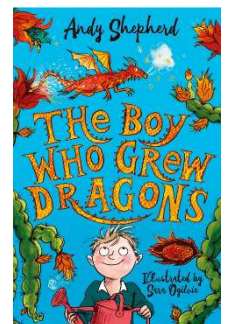
Lucy Brandt

Leonora Bolt



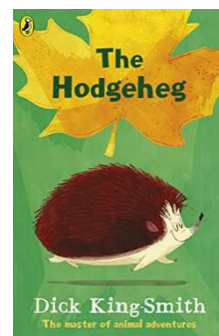
Katie and Kevin Tsang

Sam Wu series



Andy Shepherd

*The Boy Who Grew
Dragons*



Dick King Smith

The Hedgehog

The Sheep-Pig

The Invisible Dog

The Fox-Busters

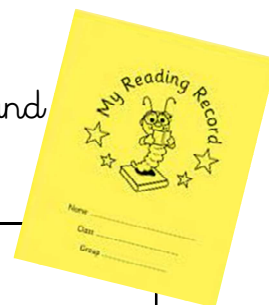


Sophy Henn

Bad Nana

Reading Record Guidance

Reading Records should be written in every night. This is a communication tool between school and home allowing parents and teachers to share children's successes and difficulties in reading.



What content shall I write?



Literal Comments	Inference Comments
<ul style="list-style-type: none"> Who are the main characters in the book? <i>The main characters in the book are ...</i> What did the characters say? <i>They said ...</i> What did they do? <i>The main characters ...</i> Did you learn any new words? <i>The new words I learnt were...</i> Did you read any new facts? <i>I learnt that ...</i> 	<ul style="list-style-type: none"> How do you think the character is feeling? <i>I think they are feeling ... because ...</i> What do you think the character is thinking/planning? <i>I think they are planning...</i> Where do you think the book is set? <i>I think the book is set in ... because ...</i> What do you think is going to happen on the next chapter/page? <i>I predict that ...</i>
<h3>Evaluative book comments</h3>	
<ul style="list-style-type: none"> How did you feel when you read the book? Scared? Excited? Happy? Interested? <i>On page ..., I felt ...</i> What was the best word the author used? Why? <i>The best word the author used was ... because ...</i> Does it remind you of any other books that you've read? <i>The best word the author used was ... because ...</i> 	

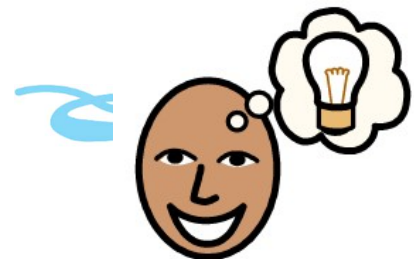
Writing at Home

Encouraging children to embrace creative writing opportunities at home - purely for the pleasure of writing or for the pleasure of having their writing read - will help them to develop into 'fluent writers'.

- Keep a diary/journal
- Write a shopping list/to do list for the day
- Write a letter/postcard to a family member
- Write an invitation to a party/playdate
- Write a newsletter for the rest of the children in your class
- Write a book review for our school Twitter account
- Write a fictional story based on a picture/video (<https://www.literacyshed.com/home.html>)

When we write, we develop our **composition skills**:

- What shall I write about?
- Who is my audience?
- What is the purpose of my writing?
- What words shall I use?



We also develop our **transcription skills**:

- Did I spell those words correctly?
- Have I tried to join up my letters?
- Which words need a capital letter?
- Where should I put the full stop?



We encourage children to reflect on these questions as they write to help them become more effective and thoughtful writers.

Handwriting



Our Letter-join handwriting scheme can be accessed for free at home. Simply log in to the Letter-join website on i-pads and tablets as well as desktop and laptop computers. There you will find the same, easy-to-use handwriting resources as we use at school.

Once logged-in, you will be able to watch how to form all the letters of the alphabet; you can then trace over the letters and words on your tablet with your fingers and print out the worksheets from your PC for real handwriting practice.

Pupils log-in details

Desktop log-in

Login Desktop Tablet

Username: wk9308

Password: home

Tablet log-in

Login Desktop Tablet

Username: wk9308

Swipecode:



Spelling

Vocabulary - or, the words we need to know in order to communicate - is important for daily comprehension of what others are saying, what we are reading, and even what we want others to understand. Spelling is a critical component of communication. Learning to spell helps to cement the connection between the letters and their sounds, and learning high-frequency "sight words" to mastery level improves both reading and writing.

High Frequency Words

a	children	her	looked	out	
about	come	here	made	people	this
all	could	him	make	put	time
an	dad	his	me	said	to
and	day	house	Mr	saw	too
are	do	I	Mrs	see	up
as	don't	I'm	mum	she	very
asked	down	if	my	same	was
at	for	in	no	so	we
back	from	into	not	some	went
be	get	is	now	that	were
big	go	it	of	the	what
but	got	it's	off	their	when
by	had	just	oh	them	will
called	have	like	old	then	with
came	he	little	on	there	
can	help	look	one	they	

Next 200 High Frequency Words

across	car	first	how	mouse	room	through
after	cat	fish	I've	mother	run	told
again	clothes	floppy	I'll	much	sat	took
air	cold	fly	inside	must	say	top
along	coming	food	it's	narrator	school	town
am	couldn't	found	jumped	need	sea	trees
animals	cried	fox	keep	never	shouted	two
another	dark	friends	key	new	sleep	under
any	did	fun	king	next	small	us
around	didn't	garden	know	night	snow	use
away	different	gave	last	one	something	want
baby	dog	giant	laughed	only	soon	wanted
bad	door	girl	let	or	still	water
bear	dragon	going	let's	other	stop	way
because	duck	gone	like	our	stopped	well
bed	each	good	live	over	suddenly	we're
been	eat	gran	lived	park	sun	where
before	eggs	grandad	long	plants	take	which
began	end	great	looking	place	tea	white
best	even	green	looks	play	tell	who
better	ever	grow	lots	please	than	why
bird	every	hard	magic	pulled	that's	wind
boat	everyone	has	man	queen	there's	window
book	eyes	hat	many	rabbit	these	wish
box	fast	he's	may	ran	things	work
boy	feet	head	miss	really	think	would
can't	fell	home	more	red	thought	yes
	find	horse	morning	right	three	
		hot	most	river		

Spelling Year 2

In Year 2 children follow the Little Wandle Spelling Programme. These are the rules and words pupils will learn in Spring Term.



Term	Unit	Coverage	Prickly spellings	Homophones	
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	one once	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	two again	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	any many	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	eye people	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	journey friend	see/sea
	Week 5	7	Why do some words end -le, -el, -al or -il?	move improve	to/too/two

Useful Links

Phonics

- Little Wandle parent page
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- Phonics Play lots of phonics games <https://www.phonicsplay.co.uk/>
- Use your LGFL login to access Busy Things www.busythings.co.uk
- <https://www.phonicsbloom.com/> <https://www.readwithphonics.com/>

Reading

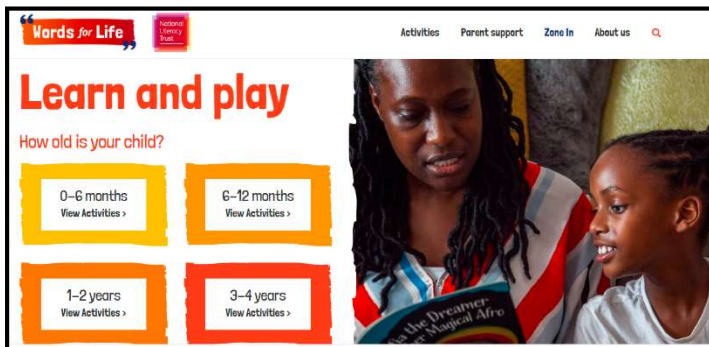
- The Literacy Trust The Bookfinder is great for helping you and your child choose texts www.booktrust.org.uk/books/bookfinder/
- World Book Day website has year round activities and competitions to get involved in <http://www.worldbookday.com/>
- The Oxford Owl sign up for free access to hundreds of online texts <https://www.oxfordowl.co.uk/>
- Keep an eye out for the annual Summer Reading Challenge <https://summerreadingchallenge.org.uk/>

Writing

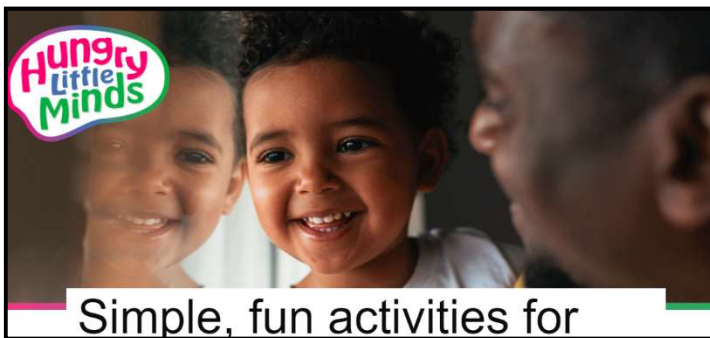
- Get free home access to practise handwriting on the Letterjoin website <https://www.letterjoin.co.uk/>
- The Oxford Owl offers nice ideas and activities for writing at home <https://www.oxfordowl.co.uk/for-home/at-school/writing-at-primary-school/>
- The Woodlands website offers lots of free grammar and spelling activities <http://www.primaryhomeworkhelp.co.uk/literacy/>
- The Literacy Shed offers picture and video stimuli for creative writing.
<https://www.literacyshed.com/>

Useful Websites to help you with your child's learning and development

[Words for life](#) from The Literacy Trust has activities for all age groups



[Hungry Little Minds](#): fun activities




[Book Trust](#): tips for reading with your child


Books and reading

Whatever your child's age and whatever books they like to read, we can help you to find something new.


Use our Bookfinder to look for books that suit your tastes and interests, browse our archive of interviews with authors and illustrators, watch our online storybooks, or just see what's out this month that should be catching your eye in the bookshop or library. Here, you can also find reading tips and book recommendations for children of all ages, from babies to teenagers.



Top tips for reading with your child



New kids' books we love



Meet our Writer in Residence

[Little Wandle](#) Synthetic Phonics Programme




[Listen Up](#): Communication games and activities

Listen Up

Being able to communicate is not just about talking.

Along with getting your own message across, being able to listen, pay attention, interact, play and understand what's being said are the fundamental building blocks of communication.

This pack explains more about these important skills and contains lots of activities to help you and your child. This can help them learn, make friends and have fun.



Approved Research used in many speech and language therapy centres across the UK