

English

Read Write Inc Set 2 Sounds

Key Vocabulary

Phoneme	A single unit of sound, e.g. m .
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. sh .
Trigraph	Where three letters represent one sound, e.g. lgh .
Vowels	The letters: a, e, i, o, u .
Consonants	All consonants are the letters except a, e, i, o, u.
Segment	When you break a word into the individual sounds, e.g. s l e e p .
Blend	When the sounds are then quickly put back together, e.g. g oa t - goat .
Green Word	A word that is fully decodable and is able to be segmented.
Red Word	A word that cannot be decoded through phonics, e.g. any
Alien/Nonsense words	Made up words to check phonic decoding skills, e.g. flay spoo shoy
CCVC	Consonant/consonant/vowel/consonant words, e.g. skip green spoon
CVCC	Consonant/consonant/vowel/consonant words, e.g. dogs test maths

Speed Sounds Set 2



Read Write Inc.
Phonics

Set 2 Tricky 'Red' Words

all, call, tall, small, ball, any, many, one, anyone, once, some, come, love, where, there, does, who, here, were, watch, other, brother, mother, father, two.

Set 2 Decodable 'Green' Words

day, may, play, say, spray, way, lay, tray, been, green, see, seen, sleep, three, feel, keep, need, bright, fright, high, light, might, night, blow, know, low, show, slow, snow, flow, glow, food, moon, pool, spoon, too, zoo, fool, mood, stool, book, cook, foot, look, shook, took, car, hard, part, sharp, star, start, bar, park, smart, spark, fork, horse, short, snort, sort, sport, worn, air, chair, fair, hair, lair, stair, bird, dirt, girl, third, twirl, whirl, found, loud, mouth, out, round, shout, boy, enjoy, toy.

How Can You Help?

- Share and enjoy books with your child.
- Let your child read what interests them.
- Practise reading and spelling both the red and green words.
- Learn your child's set 2 sounds with them.
- Encourage your child to write as often as possible.
- Read every day with your child and encourage them to infer from the pictures to develop their storytelling skills.
- Ensure you read to your child everyday with excitement and intonation.
- Read stories and spot the sounds we have been learning.

Useful Links and Websites

Ruth Miskin RWI - guidance for parents/carers
<https://www.ruthmiskin.com/en/find-out-more/parents/>
Oxford Owl - free RWI ebooks and further guidance
<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Read Write Inc Set 3 Sounds

Key Vocabulary

Phoneme	A single unit of sound, e.g. m .
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. sh .
Trigraph	Where three letters represent one sound, e.g. lgh .
Split Digraph	Where two letters that represent one sound are split by another letter, e.g. a-e in name
Vowels	The letters: a, e, i, o, u .
Consonants	All consonants are the letters except a, e, i, o, u.
Segment	When you break a word into the individual sounds, e.g. s l e e p .
Blend	When the sounds are then quickly put back together, e.g. g oa t - goat .
Green Word	A word that is fully decodable and is able to be segmented.
Red Word	A word that cannot be decoded through phonics, e.g. worse
Alien/Nonsense words	Made up words to check phonic decoding skills, e.g. fleap zane snoop
Syllables	Where a word can be broken down into different parts.

Speed Sounds Set 3



Read Write Inc.
Phonics

Set 3 Tricky 'Red' Words

above, buy, worse, walk, talk, bought, thought, caught, whale, wear, through, great, should, would, could, saw, why, now, how, down, over, son, water, school, everyone, their, people.

Set 3 Decodable 'Green' Words

join, voice, coin, make, cake, name, same, late, date, smile, white, nice, like, time, hide, tune, rude, huge, brute, use, June, saw, law, down, crawl, paw, yawn, share, dare, scare, square, bare, burn, turn, spurt, nurse, purse, hurt, how, down, brown, cow, town, now, snail, paid, tail, train, paint, rain, goat, boat, road, throat, toast, coat, chew, drew, new, flew, blew, grew, fire, hire, wire, bonfire, inspire, conspire, hear, dear, fear, near, year, ear, sure, cure, picture, mixture, creature, future, adventure, temperature, conversation, celebration, exploration, tradition, congratulation, attention, delicious, suspicious, vicious, scrumptious, precious, ferocious.

How Can You Help?

- Share and enjoy books with your child.
- Let your child read what interests them.
- Practise reading and spelling both the red and green words.
- Learn your child's set 3 sounds with them.
- Encourage your child to write as often as possible.
- Read every day with your child and encourage them to break down the words into syllables.
- Develop your child's understanding and comprehension skills by asking them questions about what they have read.

Useful Links and Websites

Ruth Miskin RWI - guidance for parents/carers
<https://www.ruthmiskin.com/en/find-out-more/parents/>
Oxford Owl - free RWI ebooks and further guidance
<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

We will continue our speed sound lessons to consolidate our phonics knowledge.

In English this term, our focus book will be the fabulous story, Leo and the Octopus.

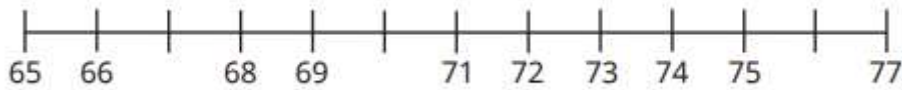
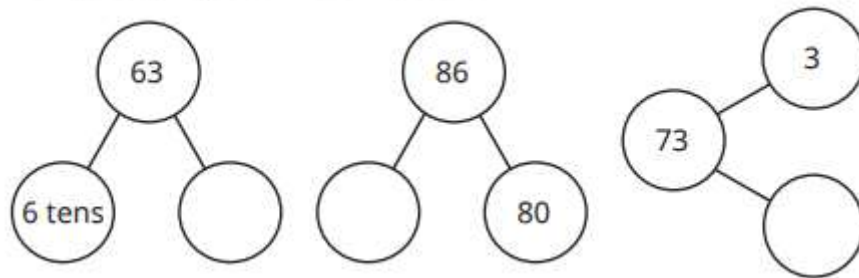


The book explores and celebrates how we are all unique. We will use the story to inspire our writing including a fact file about an octopus, they are such clever creatures!

Mathematics

In Maths, we will continue to develop our understanding of place value using numbers up to 100, particularly focusing on partitioning of 10s and 1s and 1 more/ 1 less. We will apply our knowledge to complete reasoning and problem-solving questions. We will be learning about money, recognising coins and notes, and counting in coins. Finally, we will start learning about time, consolidating our knowledge of days of the week and months of the year. We will use vocabulary hours/ minutes/ seconds and will tell the time to the hour and half hour.

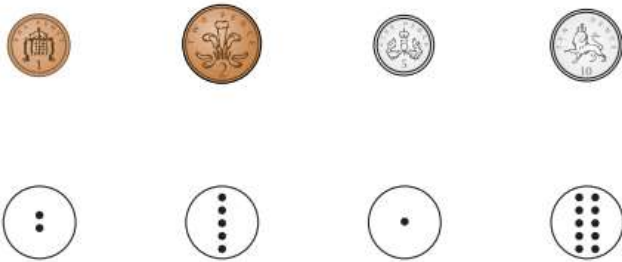
Complete the part-whole models.



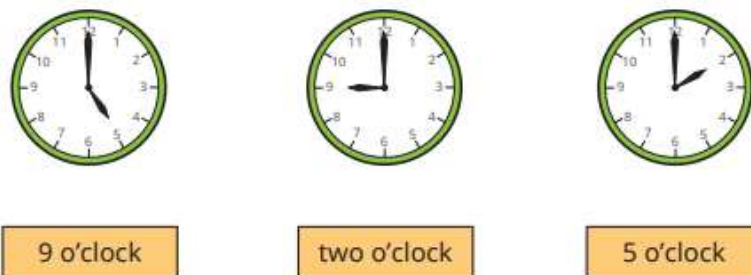
How much money is there?



Match the coins to the counters.



Match the clocks to the times.



PE

Invasion Games: We will be playing games that involve two teams and two goals. We will develop our understanding of attacking and defending and what being 'in possession' means.

Net and Wall: We will develop skills of throwing, catching, tracking and hitting a ball. We will score points and play to the rules.

RE

What makes some places sacred?

This term we will continue to learn about what makes some places sacred. We then think about how these places of worship are similar and different and why places of worship are important in our community.

PSHE

Living in the Wider World

This term we are looking at the world around us, how we care for others and growing and changing.

COMPUTING

Programming Animations

In this unit, we will use ScratchJr. to build and run programs and follow simple algorithms to create programs.

We will learn how to add programming blocks to give instructions to our sprites.

Music PITCH

We will be building on our knowledge of percussion, graphic score and dynamics.

We will begin to recognise jumps and steps in pitch and create pitch patterns.

ART

Painting and Mixed Media: Colour Splash

We will learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing.

GEOGRAPHY

What is it like to live in Shanghai?

We will be using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. We will identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. We compare the human and physical features of Shanghai to features in our local area and make a simple map using data collected through fieldwork.

SCIENCE:

Plants

This term we will continue learning about plants. Following a trip to Forest School, we will be identifying and naming a variety of common wild plants and trees, and those classified as deciduous and evergreen. We will also identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. We will continue to observe the changes of our class plants over time.