

English

Read Write Inc Set 2 Sounds

Key Vocabulary

Phoneme	A single unit of sound, e.g. <b>m</b> .
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. <b>sh</b> .
Trigraph	Where three letters represent one sound, e.g. <b>lgh</b> .
Vowels	The letters: <b>a, e, i, o, u</b> .
Consonants	All consonants are the letters except a,e,i,o,u.
Segment	When you break a word into the individual sounds, e.g. <b>s l e e p</b> .
Blend	When the sounds are then quickly put back together, e.g. <b>g oa t - goat</b> .
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. <b>any</b> .
Alien/Nonsense words	Made up words to check phonic decoding skills, e.g. <b>flay spoo shoy</b> .
CCVC	Consonant/consonant/vowel/consonant words, e.g. <b>skip green spoon</b> .
CVCC	Consonant/consonant/vowel/consonant words, e.g. <b>dogs test maths</b> .

Speed Sounds Set 2



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. <b>m</b> .
Grapheme	The written sound of a phoneme.
Digraph	Where two letters represent one sound, e.g. <b>sh</b> .
Trigraph	Where three letters represent one sound, e.g. <b>lgh</b> .
Split Digraph	Where two letters that represent one sound are split by another letter, e.g. <b>a-e</b> in <b>name</b> .
Vowels	The letters: <b>a, e, i, o, u</b> .
Consonants	All consonants are the letters except a,e,i,o,u.
Segment	When you break a word into the individual sounds, e.g. <b>s l e e p</b> .
Blend	When the sounds are then quickly put back together, e.g. <b>g oa t - goat</b> .
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. <b>worse</b> .
Alien/Nonsense words	Made up words to check phonic decoding skills, e.g. <b>fleap zane snoap</b> .
Syllables	Where a word can be broken down into different parts.

Speed Sounds Set 3



Set 3 Tricky 'Red' Words

above, buy, worse, walk, talk, bought, thought, caught, whole, 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, dawn, 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.

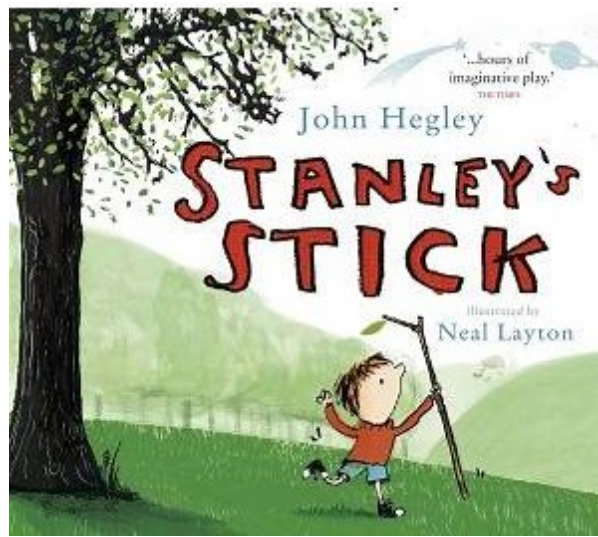
How Can You Help?

- 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/>

This term we are using the brilliant book, Stanley's Stick, to develop our writing and reading skills.

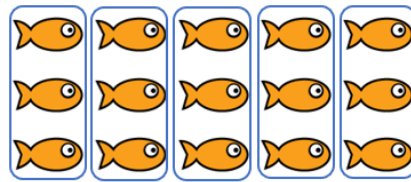
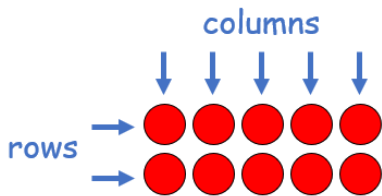


We begin by making predictions about the different things Stanley might do with his stick. After retelling the key scenes in the story, we plan, write and publish our own stories, based on the sequence of Stanley's Stick. We will be editing our own work to check for correct full stops and capital letters, extending our sentences with conjunctions and making exciting vocabulary choices.

Mathematics

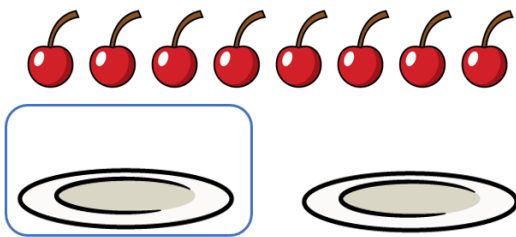
In Maths, we will begin to develop our knowledge of multiplication and division – making equal groups and sharing as well as counting and recognising groups of 2's 5's and 10's. We will introduce the children to arrays to support their learning. The children will develop their understanding of fractions, focusing on half and quarter of a shape and a quantity. The children will be learning about position and direction, using left and right, forwards and backwards and above and below. The children will learn to use ordinal numbers.

An array

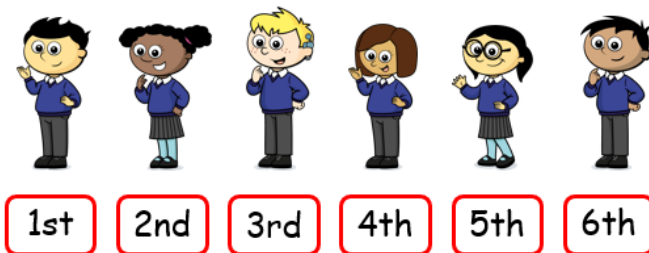
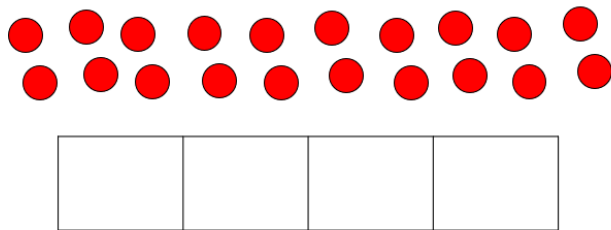


There are 5 columns of 3  
There are 15 altogether.

Find half.







Use the bar model to find a quarter of 20

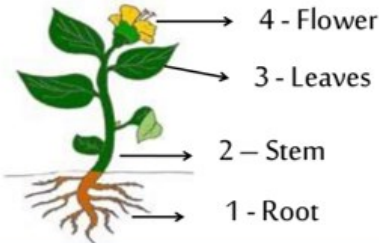
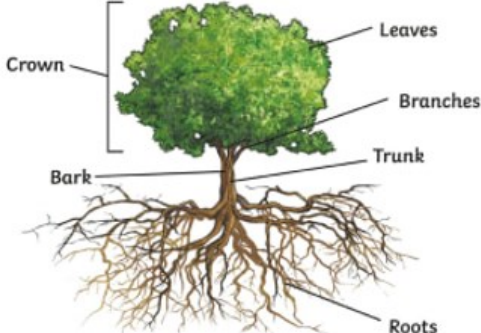
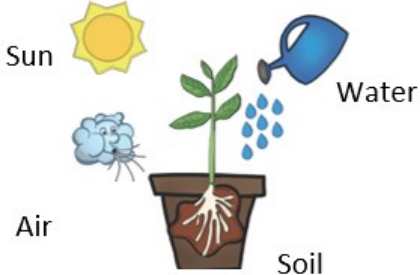


Science

This term we will be identifying and naming a variety of common plants, including garden plants, 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.

Whilst at Forest School, we will explore, identify and name plants and trees in a new environment.

<b>Key Knowledge</b>		
<p><b><u>A plant</u></b></p>  <p>A living thing that usually grows from the ground.</p>	<p><b><u>Garden Plant</u></b></p> <p>A flower grown especially in a garden.</p> <p>Some common garden plants to be able to recognise and name:</p> <p>Rose Daffodil Sunflower Tulip</p>	<p><b><u>Wild Plant</u></b></p> <p>A wild plant will grow by itself. It does not need to be cared for.</p> <p>Some common wild plants to be able to recognise and name:</p> <p>Daisy Dandelion Buttercup</p>
<p><b><u>Deciduous Trees</u></b></p>  <p>Deciduous trees lose their leaves in the autumn every year.</p> <p>Their leaves are generally broad, flat and have veins running through them.</p>	<p><b><u>Evergreen Trees</u></b></p>  <p>Evergreen trees have green leaves all year round. Their leaves are generally thick, waxy and narrow like needles.</p>	<p><b><u>Seed</u></b></p>  <p>The part of a flowering plant that can develop into a new plant.</p>

<p><b><u>Parts of a Plant</u></b></p>  <p>4 - Flower</p> <p>3 - Leaves</p> <p>2 - Stem</p> <p>1 - Root</p>	<p><b><u>Vocabulary</u></b></p> <p><b>Root</b> - The part of a plant that grows underground.</p> <p><b>Flower</b> - the part of a plant that is often brightly coloured and grows at the end of the stem.</p> <p><b>Stem</b> - the thin, upright part of a plant on which the flowers and leaves grow.</p> <p><b>Leaf/leaves</b> - the part of a tree or plant that are flat, thin and usually green.</p>
<p><b><u>Parts of a Tree</u></b></p>  <p>Crown</p> <p>Bark</p> <p>Leaves</p> <p>Branches</p> <p>Trunk</p> <p>Roots</p>	<p><b><u>What Plants Need to Grow</u></b></p>  <p>Sun</p> <p>Air</p> <p>Water</p> <p>Soil</p>

## **PSHE** **Keeping Safe**

This term we are learning different ways to keep ourselves safe. We will be looking at people who help us, keeping safe online and what to do when they are worried.

## **RE**

### **What makes some places sacred?**

This term we are learning about what makes some places sacred. We start by thinking about where we feel safe and what makes places special to us. We then think about where sacred places are for different religious groups to worship and why these places are special to them.

## **COMPUTING**

### **Creating media - Digital writing**

During this unit, we will develop our understanding of the various aspects of using a computer to create and manipulate text.

We will learn:

- To become more familiar with using a keyboard and mouse to enter and remove text.
- How to change the look of text, and be able to justify my reasoning in making these changes.
- To consider the differences between using a computer to create text, and writing text on paper.

## **PE** **Athletics**

In this unit we will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.

### **Striking and Fielding**

We learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. We are given opportunities to play one against one, one against two, and one against three.

## **DT**

### **Cooking and Nutrition**

We will learn to:

- Describe fruits and vegetables and explain how to identify fruits.
- Name a range of places that fruits and vegetables grow.
- Describe basic characteristics of fruit and vegetables.
- Prepare fruits and vegetables to make a smoothie.

## **HISTORY**

### **How have explorers changed the world?**

We will think about explorers and what makes them significant. We will create a timeline and investigate which parts of the world they explored, before comparing explorers.