



HeadStart
International School Phuket

Year 1

**Curriculum Handbook
2019-2020**

FOREWORD

“Our task is to educate our student’s whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it.”

Ken Robinson

The purpose of this curriculum handbook is to provide HeadStart parents with an overview of the content of subjects taught in Year 1. Children in each year will experience a variety of topics encompassing knowledge and skills. Much thought goes into ensuring that there is a seamless transition between the years as the children’s educational development builds on that of previous years.

We hope that you will join us in helping your child to access the wealth of knowledge available in their increasingly sophisticated world. Engage their curiosity where you can – ask questions, encourage them to explain, talk to them about their learning.

Should you have questions relating to anything in this handbook, please do not hesitate to speak to your child’s Homeroom Teacher or Deputy Teacher, our Deputy Head of Primary, Mr James Hornby, or myself.

Sam Khan

Head of School, Foundation and Primary

ENGLISH

Oral and written communication are vital life skills. The English National Curriculum encompasses speaking, listening, reading and writing and provides the foundation for life long learning. Good communicators are a necessity in the professional domain and at HeadStart our aim is to equip and inspire our pupils to fulfil their potential.

Our English curriculum reflects the requirements of the English National Curriculum but is not constrained by it. We cover spoken language (preparing ideas before writing, giving short speeches and presentations, using Standard English in a range of formal and informal contexts, including classroom discussion, rehearsing and performing poetry, play scripts and pieces of prose), reading (word reading and listening and reading comprehension), writing (spelling, handwriting, composition, vocabulary and punctuation).

Pen Licenses are issued to those achieving the required level of cursive handwriting.

The allocation of time to English, including Phonics work, is 7 hours per week and 2 hours per week for Reading.

Reading

- a) Reading Scheme – Oxford reading tree including Treetops and Project X are used as our main teaching tool.
- b) Class Readers – a variety of suitable texts and authors are used to give children experience in reading aloud, to increase their confidence and improve fluency, expression and characterisation. Texts are discussed to enhance understanding and develop analytical skills, including skills of inference, deduction and prediction. Various writing, speaking and listening tasks are connected to the Class Reader.

Children are likely to experience between two and four Class Readers during the academic year.

- c) Library – Usually, each class in Years 1 to 6 has a library lesson per week. Children are expected to develop their personal reading habit and they should have a fiction book ‘on the go’ at all times: this is monitored in library lessons and through the use of personal reading records. The library is also used for the development of research skills.
- d) We encourage all children to read at home for 20 minutes each day.

Children talk and write about their reading, learning to articulate informed personal opinions. They are encouraged to respond imaginatively and intelligently to what they read. World Book Day, author visits and the Drop Everything and Read concept are among the events and activities which support reading in the school.

Spelling

This is taught through two strands:

1. Spellings based on phonics, letter blends and word strings. Spelling lists are given weekly.

Related tasks and dictations are also undertaken.

2. Spelling with Spellits is a multi-sensory scheme that addresses spelling rules and conventions in the English language.

3. There is a focus on personal spellings derived from written work which increases through the years.

Writing

Pupils are taught a range of writing skills:

Writing to imagine, explore and entertain; Writing to inform, explain and describe; Writing to persuade, argue and advise; Writing to analyse, review and comment; How to plan and draft work; Punctuation; Spelling; Handwriting and presentation; Standard English; Language structure.

Writing Activities

Children will experience a wide range of writing tasks in line with the requirements of the English National Curriculum. Some types of writing, such as stories, poetry and newspaper articles, will be a regular part of the English diet in Year 3; other types of writing will be experienced periodically.

In particular, they will write from their Imagination, from Personal Experience and for Information.

a) Writing from Imagination

Stories: children learn to plan and structure their stories with a beginning, a middle and an end; they are told to think about aspects of time, plot, setting, character, style and theme; they are taught to consider the balance of actions, description and dialogue. Drafting skills are developed and genres are explored.

Poetry: children write, hear and read poetry in different forms.

Play Scripts: children will read play scripts and learn how to create their own so that they understand how a play moves from page to stage.

b) Writing from Personal Experience

Children perform written tasks where they have to convey information about themselves or experiences they have had. These could be in the form of diary extracts, descriptive writing about holidays or visits, memories and feelings. They should learn to express their views and feelings with confidence and clarity. They should view their experiences as a unique resource which will support them wherever they are and in whatever they have to do.

c) Writing for Information

Children revise and are taught about many different types of information writing, including: Letter writing; Instructions; Reviews, book blurbs; Reports; Newspaper and magazine articles; Advertisements, business cards; Rules, posters, notices, signs; Recipes; Information leaflets; Formal essays; Biographies.

Each writing task will require a child to consider the purpose of the writing and intended audience. As they progress through the school the children will develop their writing 'tool kit': the knowledge and skills that will enable them to write for a wide variety of purposes and audiences.

Speaking and Listening

The children are given many opportunities to enhance and extend their speaking and listening skills.

The intention is that:

They develop the ability to speak English using the correct grammar and syntax

They continually expand their vocabulary and use new words effectively

They gain confidence in speaking aloud to a variety of audiences

They learn to listen carefully in order to understand increasingly complex ideas and instructions.

Children are likely to experience Speaking and Listening activities as part of their preparation for written work; the rehearsal of ideas is recognised as a key aspect in the development of writing.

At all times we keep in mind our aims to: equip children with the skills of Reading, Writing and Speaking and Listening; engender a child’s love of English for its own sake; develop a child’s confidence with, and enjoyment of, reading, writing and the spoken word; prepare children for their future education.

The curriculum:

Term 1:

Unit	Unit	Unit	Unit
Fiction Unit 1.1 <i>Guess What?</i>	Poetry Unit 1.1 <i>Sensational Senses</i>	Non-fiction Unit 1.1 <i>Who Lives Here?</i>	Live Unit 1.1 <i>Poetry Star!</i>
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none">) Introducing Punctuation) Introducing Sentences) Sentence Structure 	<ul style="list-style-type: none">) Introducing Exclamation Marks) Introducing Question Marks 	<ul style="list-style-type: none">) Proper Names and the Personal Pronoun 'I') Sequencing Sentences and Using 'and' 	<ul style="list-style-type: none">) Introducing Sentences) Proper Names and the Personal Pronoun 'I'

Term 2:

Unit	Unit	Unit	Unit
Fiction Unit 1.2 <i>Once Upon a Time</i>	Word Detectives	Poetry Unit 1.2 <i>Pattern and rhyme</i>	Non-fiction Unit 1.2 <i>Why Do Elephants Have Big Ears?</i>
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none">) Proper names and the personal pronoun 'I') Singular and plural 	<ul style="list-style-type: none">) Select from further activities bank according to the needs of your class 	<ul style="list-style-type: none">) Introducing exclamation marks) Adding endings 	<ul style="list-style-type: none">) Sequencing Sentences and Using 'And') Using the prefix 'un'

Term 3:

Unit	Unit	Unit	Unit
Fiction Unit 1.3 <i>Fantastic Voyages</i>	Live Unit 1.2 <i>Storytellers</i>	Poetry Unit 1.3 <i>Growing up</i>	Non-fiction Unit 1.3 <i>Top Jobs</i>
Grammar lessons	Grammar lessons	Grammar lessons	Grammar lessons
<ul style="list-style-type: none">) Sentence Punctuation 	<ul style="list-style-type: none">) The Purpose of Punctuation 	<ul style="list-style-type: none">) Select from further activities bank according to the needs of your class 	<ul style="list-style-type: none">) The Purpose of Punctuation

MATHEMATICS

At HeadStart, we want all students to work as competent and confident mathematicians with a deep understanding of the complex and challenging maths they learn. The Inspire maths curriculum aims to enable students to demonstrate enthusiasm and excitement for rich mathematical tasks and challenges which they undertake in a resource-rich, nurturing, encouraging and stimulating learning environment.

Power Maths is a rich text-book based scheme with a robust structure, based on best-practise principles and methods of teaching and learning mathematics including concrete-pictorial-abstract and scaffolding approaches, and a systematic teaching pathway.

Power Maths is a programme that teaches to mastery. It is built on a cumulative spiral curriculum, focusing on core topics to build deep understanding. The pathway scaffolds in-depth learning of key mathematical concepts through the development of problem—solving and critical thinking skills and extensive opportunities to practise.

The allocation of time to Mathematics is 5 x 60 minute lessons per week. The pupils are all taught in groups according to ability.

At the end of each term and throughout the year, children will complete assessments to assess their learning, identify possible gaps in their conceptual understanding and plan future lessons.

Year 1 Units of Work:

Term 1

Number – number and place value - Numbers to 10

Number – number and place value - Part-whole within 10

Number – addition and subtraction - Addition and subtraction within 10 (1)

Number – addition and subtraction - Addition and subtraction within 10 (2)

Geometry – properties of shape - 2D and 3D shapes

Number – number and place value - Numbers to 20

Term 2

Number – addition and subtraction - Addition within 20

Number – addition and subtraction - Subtraction within 20

Number – number and place value - Numbers to 50

Measurement - Introducing length and height

Measurement - Introducing weight and volume

Term 3

Number – multiplication and division – Multiplication

Number – multiplication and division - Division

Number – fractions - halves and quarters

Geometry – position and direction

Number – number and place value -Numbers to 100

Measurement - Time

Measurement - Money

SCIENCE

To develop enquiring minds through investigation, experimentation and learning through discovery.

Aim:

Developing the confidence, knowledge and skills to find answers to questions about the scientific world is crucial for HeadStart pupils to become well-informed citizens. As well as appreciating the achievements of scientists who have gone before, the practical study of Science teaches young people to plan and conduct investigations, gather information, work in a team and evaluate their findings - all vital transferrable skills for success in their wider education and life in general.

The Science curriculum is organised on a topic basis, taught by Homeroom and Deputy Teachers. Gradually these topics develop into the three aspects of Science – Biology, Chemistry and Physics. Science at HeadStart is learned by a process of guided discovery. Experimental work is used to investigate natural phenomena and simulate some of the scientific discoveries of the past. Most of the lessons involve the use of experiments, investigations and demonstrations to discover and illustrate the scientific principles being studied. Topics are chosen to fulfil the needs of the Cambridge Curriculum while remaining interesting and relevant to pupils.

A number of extra-curricular activities are arranged each year including educational visits, Science Week activities, Science competitions and After School Programmes.

There is 1 x 60 minute lesson per week.

The curriculum:

Scientific enquiry

Try to answer questions by collecting evidence through observation

Ask questions and contribute to discussions about how to seek answers

Decide what to do to try to answer a science question

Explore and observe in order to collect evidence (measurements and observations) to answer questions

Suggest ideas and follow instructions

Record stages in work

Make comparisons

Compare what happened with predictions

Model and communicate ideas in order to share, explain and develop them

Biology

Plants

Know that plants are living things

Know that there are living things and things that have never been alive

Explore ways that different animals and plants inhabit local environments

Name the major parts of a plant, looking at real plants and models

Know that plants need light and water to grow

Explore how seeds grow into flowering plants

Humans and animals

Recognise the similarities and differences between each other

Recognise and name the main external parts of the body

Know about the need for a healthy diet, including the right types of food and water

Explore how senses enable humans and animals to be aware of the world around them

Know that humans and animals produce offspring which grow into adults

Chemistry

Material properties

Use senses to explore and talk about different materials

Identify the characteristics of different materials

Recognise and name common materials

Sort objects into groups based on the properties of their materials

Physics

Forces

Explore, talk about and describe the movement of familiar things

Recognise that both pushes and pulls are forces

Recognise that when things speed up, slow down or change direction there is a cause

Sound

Identify many sources of sound

Know that we hear when sound enters our ear

Recognise that as sound travels from a source it becomes fainter

HUMANITIES

Geography and History are taught as part of the Humanities curriculum.

The study of Geography helps HeadStart pupils to make sense of the world around them. It examines the social, economic and physical forces and processes which shape and change our environment. Practical skills of investigation as well as team-working are taught both inside the classroom and on field trips.

In History, HeadStart pupils travel in time, from Ancient Egypt through to the 20th Century. Along the way they begin to understand what life was like for our ancestors and those in far-flung countries, and learn to analyse and evaluate historical evidence and present their findings in well-constructed essays.

There is 1 x 60 minute Humanities lesson per week.

The curriculum:

Geography:

Phuket Paradise (Physical & Human features of a known area)

Which Way? (Introduction to basic directional language / Geography of the school)

Phuket & Its Friends (Geographical vocabulary / surrounding areas (human features) / Introduction to contrasting areas)

History:

The History of Me (Awareness of the past / living memory / basic timeline and chronology)

Heroes & Villains (Significant Individuals / historical period & events)

Toy Timeline (Enquiry / Skills / Change over time)

ART

Art gives pupils the opportunity to develop their creativity. They are engaged, inspired and challenged, and will have the knowledge and skills to experiment, invent and create.

Aims of Art:

Produce creative work

Explore their own ideas

Record their experiences

Become proficient at drawing, painting, sculpting

Become proficient at general art, craft and design techniques

Evaluate and analyse creative works using artistic language

Know about great artists, craft makers and designers

There is 1 x 60 minute lesson per week.

The curriculum:

Exploring and developing ideas – Create sketch books to record their observations and use them to review and revisit ideas.

Investigating and making. Developing skills – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Knowledge and understanding and Evaluation – Learn about great artists, architects and designers in history.

MUSIC

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. The HeadStart music programme offers opportunities for all pupils to perform and develop their musical abilities. The curriculum focuses on performance, composition and listening skills and is geared towards improving confidence, singing skills and developing creativity. It brings together intellect and feelings and enables personal expression, reflection and emotional development. There are opportunities for all pupils to participate.

There is 1 x 60 minute lesson per week.

The curriculum:

PERFORMING:

Singing – Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play instruments – Play tuned and un-tuned instruments musically.

LISTENING:

Listen with concentration and understanding to a range of high-quality live and recorded music.

COMPOSING:

Experiment with, create, select and combine sounds using the elements of music.

MODERN FOREIGN LANGUAGES (MFL – French, Russian and Mandarin)

In an increasingly globalised society, modern foreign language skills allow for greater communication between people. It also develops problem-solving skills and increases adaptability, resourcefulness and creativity. Language learning teaches cultural awareness and the capacity to see issues from a variety of perspectives, which are highly valued by universities and employers. Carefully differentiated lessons support all abilities. Extension activities are available for linguistically able pupils through dictionary and research work, presentation opportunities.

Listening and speaking is developed and the written language is introduced through reading and writing exercises. Accuracy of pronunciation and intonation is developed. Vocabulary topics include numbers, weather, description, nationalities and birthdays. Life in other countries is explored through themed days.

The primary goal of learning for the MFL course is to help beginners and children who have learned the target language for one or two years, particularly children from a non-French/Chinese background, build a solid foundation for learning French/Chinese as a foreign language. The course will emphasize the development of communication skills in listening and speaking. Recognising characters and writing characters are also the focus of this course.

There are 4 x 60 minute lessons per week of First Language French, Russian or Mandarin.

The curriculum:

Listening and Responding –

Listen to a variety of forms of spoken language to obtain information and respond appropriately.

Transcribe words and short sentences that they hear with increasing accuracy

Speaking –

Speak coherently and confidently, with increasingly accurate pronunciation and intonation.

Express and develop ideas clearly and with increasing accuracy, both orally and in writing.

Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.

Reading and Responding –

Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.

Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.

Writing –

Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Identify and **use** tenses or other structures which convey the present, past, and future as appropriate to the language being studied using accurate grammar, spelling and punctuation.

COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics and Science, and provides insights into both natural and artificial systems. The core of Computing is where pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate, able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. Cyber security and eSafety are embedded in the course, allowing discussion and development of safe transferrable practise when using all types of digital technology.

There is 1 x 60 minute lesson per week.

The curriculum:

Children will learn what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Children will learn how to create and debug simple programs

Children will learn how to use logical reasoning to predict the behaviour of simple programs

Children will learn how to use technology purposefully to create, organise, store, manipulate and retrieve digital content

Children will learn how to recognise common uses of information technology beyond school

Children will learn how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

PHYSICAL EDUCATION

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity” John F Kennedy

Physical education is a fundamental part of the curriculum across all years at HeadStart for this very reason. All pupils are able to take part in a physical activity every day, either through PE sessions, games time or via an activity or after school club. HeadStart pupils are able to develop their fitness and physical skills across a vast range of sports and in chosen areas of interest or talent. Fitness becomes a normal part of following a healthy lifestyle for HeadStart students and is an ethos that will stay with them for a lifetime.

In Year 1 (Key Stage 1) the main focus is again on play and exploration through play and physical activity. During Key Stage 1 children build on their natural enthusiasm for movement. They start to work and play in pairs and small groups. By watching, listening and experimenting they develop their skills in movement and coordination. During the Key Stage children develop the knowledge, skills and understanding through Dance activities, Games activities, Gymnastic activities, Swimming activities and basic Athletics activities. Full and specific games and complex skills are not played and used in this Key Stage and Schemes of Work and lesson plans reflect this. However, there is clear progression from Foundation Stage to Year 1 and 2 where skills and activities develop in structure and complexity.

The curriculum:

DANCE AND MOVEMENT – Perform all dance movements and activities with appropriate aesthetic quality and complexity for their age.

GAMES – Join in all games activities confidently and effectively for their age.

SWIMMING – Join in all swimming activities confidently for their age and explore freely how to move in and under water with confidence.

GYMNASTICS – Perform all Gymnastic movements and activities with appropriate aesthetic quality and complexity for their age.

ATHLETICS – Join in all Athletics activities confidently for their age and explore freely how to develop technical aspects of each event.

RELIGIOUS EDUCATION

Religious Education is taught at HeadStart in order to teach tolerance and understanding of other people's beliefs and values.

There is approximately 1 x 30 minute lesson per week.

The curriculum:

Friendship

Religions and Rituals

Caring for Others

Personal, Social and Health Education (PSHE)

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions that ensure they are safe and healthy, to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

The curriculum:

TEAM (Together Everyone Achieves More)

Be Yourself

THAI

Thai is taught to all pupils at HeadStart. For native and intermediate Thai speakers they will have 5 x 60 minute lessons per week; for Thai as a foreign language they will have 2 x 60 minute lessons per week.

The curriculum:

THAI FOR NATIVE SPEAKERS

-) การเรียนรู้พยัญชนะไทยทั้ง๔๔ ตัว สามารถอ่านออกเขียนได้และรู้หลักการใช้พยัญชนะไทย
-) อ่านและเขียนตามคำบอกคำประสมสระเดี่ยวหลังจบบทเรียนจากหนังสือแบบหัดอ่านภาษาไทยเล่ม ๒
-) เรียนรู้เรื่องการเขียนและอ่านประสมคำสระเดี่ยว ได้แก่ สระ -า, ี, ื, ู, -ะ, ิ, ุ, -เ, แ-, ัว และ สระโ-
-) การทำแบบฝึกหัดสอดคล้องกับเรื่องที่เรียนและคำศัพท์ต่างๆในบทเรียน
-) การเขียนชื่อ-นามสกุลของตนเอง
-) มีทักษะการฟัง พูด อ่าน และเขียน
-) ปฏิบัติตามข้อตกลงในการทำกิจกรรม

THAI AS A SECOND LANGUAGE

-) Recognise Thai letters and sounds relationship of student's name.
-) Be able to tell Thai consonant.
-) Read and understand short phrases and simple sentence.
-) Learn to write letters of their own name.
-) Learn Thai numbers from 1-100 and basic simple words.
-) Learn simple classifiers in Thai.
-) Recognise common public signs.
-) Begin to decode simple words.
-) Distinguish polite particles.
-) Use the appropriate basic introduction of self and others.
-) Learn about polite express feelings and options.
-) Understanding classroom commands and class room objects.
-) Knowing days and months in Thai.
-) Follow instructions in Thai.
-) Understand and participate in Thai cultural activities in school such as Wai Kru day, Loy Krathong etc.
-) Understand the meaning of colour on Thai flag.
-) Be able to sing Thai national anthem and pay respect when song is played.

THAI AS A FOREIGN LANGUAGE

-) Recognise Thai letter - sound relationship of student's name.
-) Recognise the topics: My Body Parts, Class Room Items, and Thai fruit.
-) Learning Basic of polite expression.
-) Learning how to greeting in Thai and basic Thai etiquette.
-) Show understanding of simple commands, short instruction, request short statements and questions by responding with gesture or with single word or short phrases.
-) Make a simple request.
-) Use some basic colloquial expression.
-) Understand and participate Thai culture activities in the school: Wai Kru Ceremony, Loy Krathong Festival, and The King's Birthday.
-) Know Thai national anthem and Thai Flag.
-) Know Thai Plays.

SUPPORT FOR LEARNING

Support for Learning provides an opportunity for all those who need support to achieve their very best. A combination of highly experienced and well qualified teachers and teaching assistants offer support both in small groups and individually to suit students learning needs. The aim is to lead students through the challenges of exams by determining individual learning styles, supporting organisation, developing study skills and literacy and numeracy skills. Contact with parents is actively encouraged as parent support is invaluable to the success of each child's development.

Early intervention to support pupils is identified through observation in the classroom and discussions with teachers. In class support is provided by teachers and deputies, with some pupils benefiting from small group withdrawal, where individual support can be provided more effectively.

We have a Child Psychologist at HeadStart who is also able to assess children.

We liaise closely with external agencies (Educational Psychologists, Occupational Therapists and Speech and Language Therapists) who provide expert advice to help find solutions for the individual as quickly as possible.

Parental involvement in the children's learning is encouraged and Learning Support lessons may be recommended following regular communication and observation and Individual Educational Plans (IEPs) can be created where necessary.

Specific activities are recommended to aid children who have difficulties with fine and gross motor skills, communication, self-esteem and co-ordination.

Relationships between specialist teachers, the child and parents are built up from an early age.

Regular in-house informal assessments are carried out to help pinpoint specific areas of strength and difficulty to aid the child, parent and teacher.

Transition from Primary to Secondary

Primary and Secondary Heads of Departments meet every half term to maintain links and discuss current issues and good practice.

Taster lessons are taught in the Secondary School during the Summer Term of Year 6 for students to meet the Secondary School staff and get familiar with the Department.

HOMework

It is generally agreed that some form of work at home is desirable for children of this age. Homework should not be an unpleasant experience and, in general, should be used to reinforce children's schoolwork. Homework also gives parents an opportunity to discuss schoolwork with their child, not only to gain a better understanding of the HeadStart Curriculum, which is a combination of the Cambridge Curriculum enhanced with the English National Curriculum, but also to participate in their child's learning.

The reality of modern day lives in which often both parents work can make homework a stressful time. We are well aware of the demands on family time and equally understand that children require some 'down time' in their busy day. With this in mind we have been careful in our expectations of the length of time we expect children to spend completing homework. The recommended time that should be spent on homework in Year 1 is 30 minutes.

Reading, which is not included in the above timings, should be encouraged and, where possible, take place on a daily basis. Again, parental engagement is of huge benefit.

Younger children should be heard reading on a regular basis. Older pupils should read independently and silently to themselves. A few suitable questions do not only convey interest, but also help children to **think** about what they are reading.