

In KS1 and early KS2 children practise spellings at their own level from their home-school phonics book.

Handwriting

Initially children are taught to write letters using the correct orientation and formation. They concentrate on the size and spacing of letters.

They begin to join letters in a style which is easy to read.

They focus on building up speed and ensuring consistency.

They are encouraged to use the appropriate print e.g. for captions and posters.

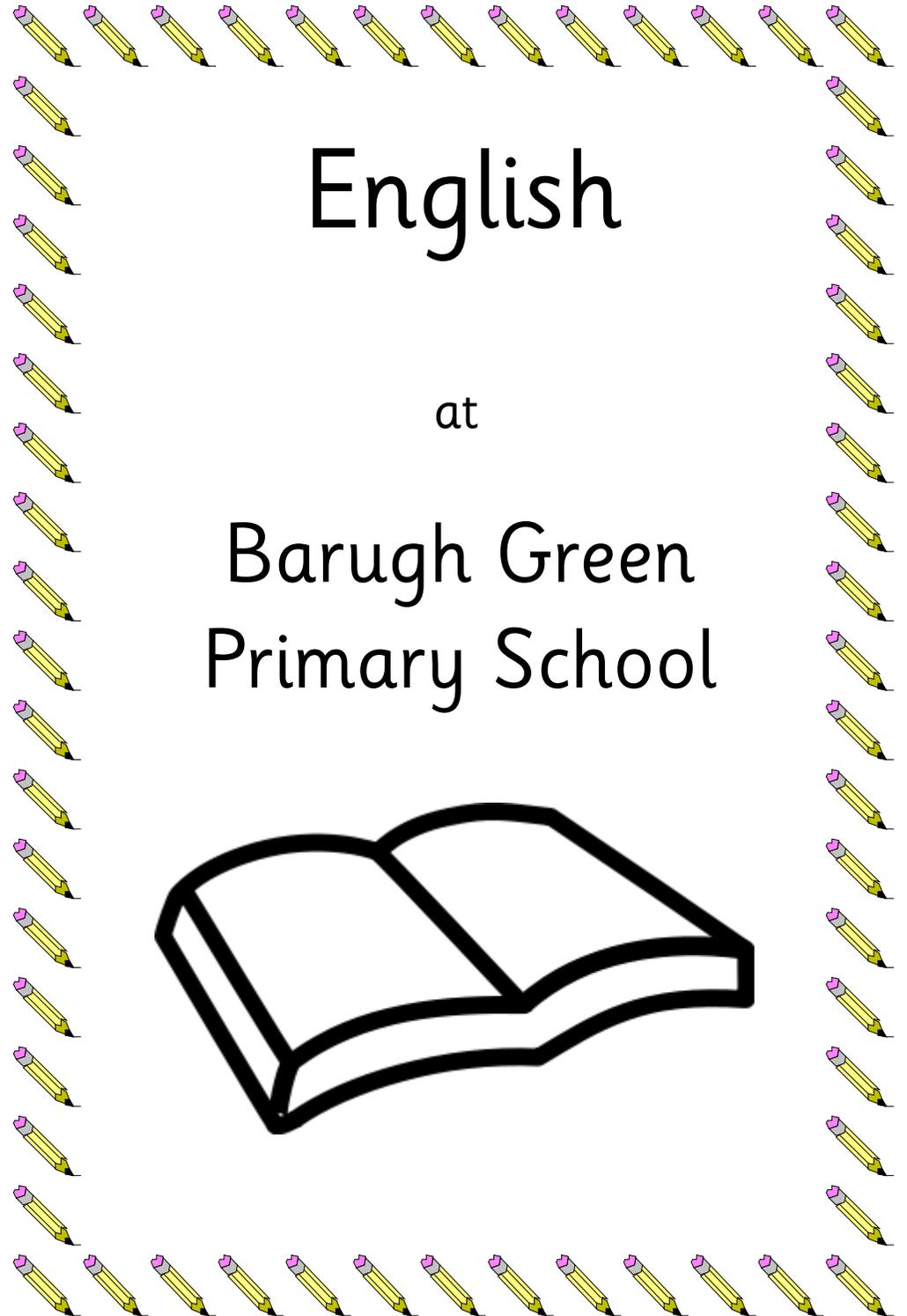
Things to do to help your child

With younger children

- Point out signs, captions and print around them
- Listen to them read
- Share a book and talk about the story
- Discuss a TV programme
- Practice writing letters correctly
- Help them to write e.g. shopping lists; birthday cards; invitations
- Help them to practise reading and spelling words in their phonics book

With older children

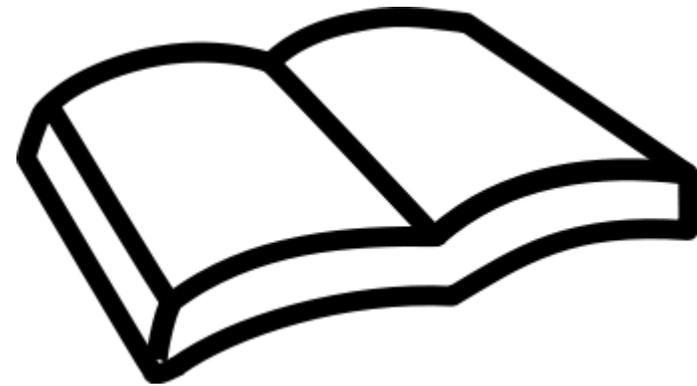
- Continue to read aloud to your child and enjoy books together
- Make books a regular part of gift ideas and rewards
- Draw their attention to TV adaptations of children's classical books
- Buy your child a dictionary or thesaurus
- Help with topic work
- Join the library
- Help with spellings
- Encourage your child to read a wide range of literature, E.g. magazines, newspapers, comics



English

at

Barugh Green Primary School



Reading

When do children read?

- Guided reading
- Shared reading in the Literacy hour
- Library time
- For information for topic work
- Instructions and labels around the classrooms
- Displays around school
- Instructions in text books
- Football team lists
- Menus

When children begin school they learn how to handle books and which way to turn the pages. They use the pictures to find information, retell the stories and begin to recognise letter and key words.

They decode and read words in their phonics books and begin to read tricky high frequency words.

As they develop as readers, they begin to predict, discuss the characters and settings, discuss the story or information and focus on the punctuation.

As they progress through school they tackle longer texts to build up their reading stamina, and read and respond to more demanding and sophisticated texts with more complicated storylines and character portrayals. They meet more complex and literacy language in books, and develop research skills in order to use more advanced information books for class work.

Writing

When children begin school they write their names, letters, common words and simple sentences e.g. I can see a house. They begin to extend sentences and learn about different sentence structures and formats e.g. letters, poems, diaries. They learn about capital letters, full stops and other forms of punctuation.

Children are introduced to and use the terms adjective, verb and noun. They begin to focus on character and setting in their writing. They use connectives and begin to write longer stories.

They learn about past, present and future tenses and begin to write reports for science. They can write instructions and persuasive texts.

As children approach upper KS2 they are encouraged to use more complex grammar and punctuation. The children will often refer to VCOP and MAPS and use this as a checklist in their writing.

By the time the children are in Y6 they are able to write in a variety of styles e.g. detailed reports, imaginative stories, arguments for and against; using a varied vocabulary to suit their purpose.

Speaking and Listening

Children are given lots of opportunities to speak in a variety of ways and for a variety of purposes throughout the school day. They are expected to listen carefully to adults and children, and to show respect to the person that is speaking. They are expected to follow instructions and respond appropriately and are encouraged to use a varied vocabulary.

Children speak: in groups; for show and tell; in class assemblies; during guided reading; during guided writing; in shared reading and writing; to put forward opinions; to answer questions and to report back e.g. after a science investigation.

Spelling

Children learn spellings through:

- Look, say, cover, write, check method
- Working at words within families
- Looking at the most common words
- Finding hidden words
- Making new words from the letters in words
- Breaking longer words down into shorter words
- Learning the conventions of spelling e.g. prefixes and suffixes
- Putting words into context.