

Useful Links

BBC Bitesize—English

<https://www.bbc.co.uk/education/subjects/zgkw2hv>

Terminology

Noun - person, place or thing. E.g. The man ran towards the bus.

Verb - a 'doing' word. E.g. I jumped through the hoop.

Adjective - describing word. E.g. We watched the glistening, scorching sun disappear.

Conjunction - word that joins two simple sentences together e.g. and, but, or, because, when, if. I went to the shops but they were closed.

Prefix - 2 letters added to the start of a root word to change the meaning (it means the opposite) e.g. un. I un-locked the door.

Suffix - 2 or more letters added to the end of a root word to change its meaning e.g. -ing (present tense), -ed (past tense), ful (full of something), less (empty / without), ness (quality or

state of something), ment (result of an action), er (compares two nouns), est (compares 3 or more nouns). E.g.1. Dad is older than mum. E.g.2. Sarah is wonderful.

At Home

Year 1 and Year 2 common exception words have been sent home so please use these as frequent little challenges for your children to help with both reading and writing.

Fortnightly there will be English based homework sent home with your child and these are always a great way to recap taught concepts and progress learning in writing.

Read together! Find books you all love, discuss the pictures and characters and read aloud.

Contact

If you have any questions regarding the teaching of English, please do not hesitate to speak to your child's class teacher or contact:

Mr Sly & Miss Bamford
English Curriculum Team



Royd Nursery
Infant School

English

An Information
Booklet for Parents
and Carers



Learning, caring and sharing together



English

English is the communication driven subject through which almost all the curriculum is taught and is therefore fundamental to the whole education process. We recognise that children need to be taught to read and write as well as speak and listen through a range of rich and active experiences and a variety of teaching styles.

Knowledge, skills and understanding are taught in a structured, progressive way and we aim to embed a love of reading in the children that is long lasting. Through reading in particular, pupils have a chance to develop culturally, emotionally, spiritually and socially.

Key aims for all pupils to:

- Read fluently, with good understanding and read regularly for pleasure.
- Acquire a wide vocabulary.
- Write clearly and accurately for a range of purposes.
- Use discussion to elaborate, explain and debate.

The Foundation Stage

In the Foundation Stage the children will learn how to identify and write phonemes, building this up to writing CVC (consonant, vowel and consonant sound) words and then onto a short caption. The end of year expectation for children's writing in the Early Years Foundation Stage is to write a short sentence that can be read by themselves and others.

We support children's progression through this by reading both fiction and non-fiction books to broaden the children's vocabulary and knowledge of books. Children take part in daily phonics lessons to support their reading and writing development. Shared reading enables the children to develop their comprehension and understanding of texts and books.

We are keen to make learning to write interactive and engaging by learning and re-telling stories, building the children's imagination in their writing. We also use actions to tell stories to support our learning. The deeper the child's knowledge of a text, the wider their learning can reach.

Key Stage One

In Key Stage One English is taught in a range of styles to meet the needs of all children and to encourage a sense of high self-esteem in all. Each class has an English lesson 5 days a week.

Genres of work are completed on a 2 week cycle where children complete the following criteria: immerse (drama about the genre), analyse (key texts), skills, plan, write and review.

Speaking and Listening is integral to all areas of the curriculum.

Shared reading develops comprehension and understanding of texts. This is completed over a weekly cycle and alternates each week between a first news text (non-fiction) and an appropriate book (fiction). For First News activities the children analyse the text and answer comprehension style questions. For the fiction text, children follow the cycle of: background knowledge, read aloud, - think aloud (Questioning out loud about the story and engaging in discussion), vocabulary, visualise (drawing what the text states) and Inference (answering questions based on the text).