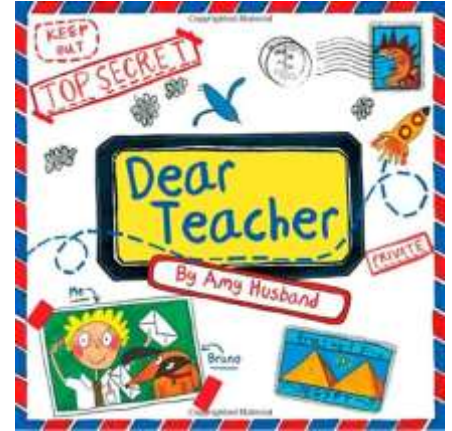
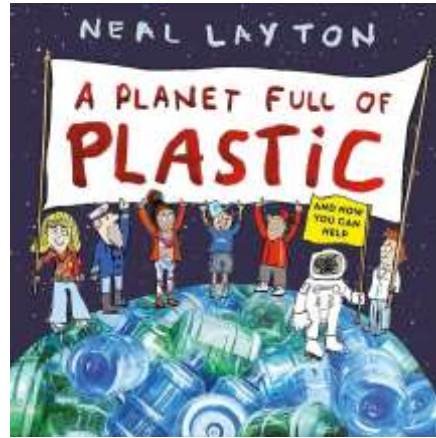
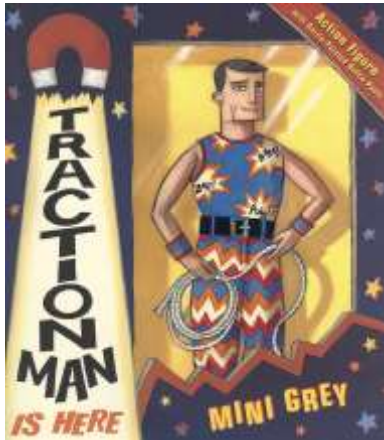


# English workshop – KS1



# Writing at PMLS

Writing is based on core texts:



The children write different genres based on these books. This is taught through a process of **modelled** and **independent** writing.

### Year 1 grammar objectives:

**Regular plural noun suffixes -s or -es** [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

**Suffixes** that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

**How the prefix un-** changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

How **words can combine to make sentences**

Joining words and joining clauses using **and**

**Sequencing sentences** to form short narratives

Separation of words with **spaces**

Introduction to **capital letters, full stops, question marks and exclamation marks** to demarcate sentences

**Capital letters** for names and for the personal pronoun I

**Vocabulary to know:** letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

### Year 2 grammar objectives:

**Formation of nouns** using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]

**Formation of adjectives** using suffixes such as -ful, -less

Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn **adjectives into adverbs**

**Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but)

**Expanded noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation or command**

Correct choice and consistent use of **present tense and past tense** throughout writing

Use of the **progressive form** of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

Use of capital letters, full stops, question marks and exclamation marks to **demarcate sentences**

**Commas** to separate items in a list

**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

**Vocabulary to know:** noun, noun phrase, statement, command, exclamation, question, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

# Supporting your child with writing



## Top tips:

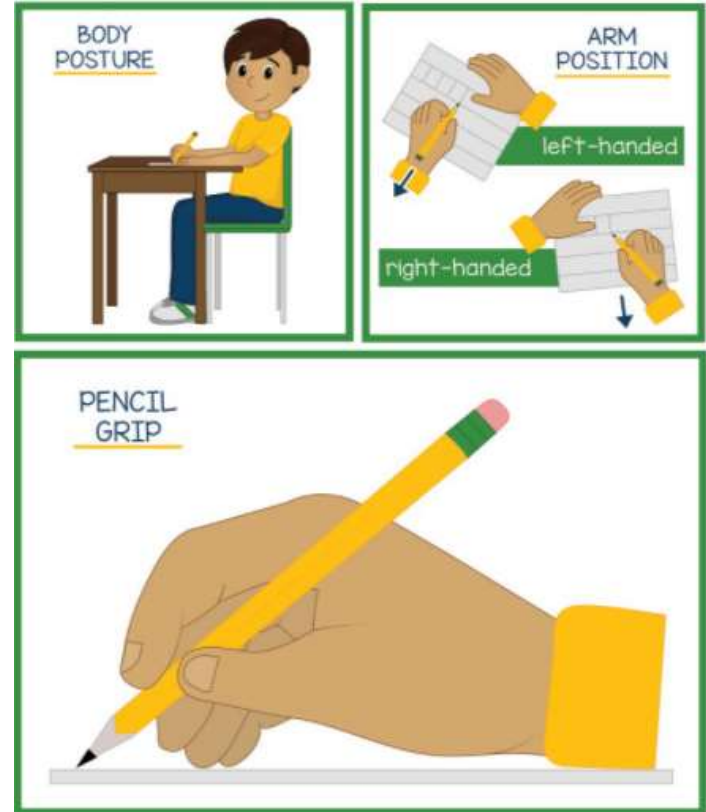
- Remind your child to use their sounds (phonics) to write words.
- Help your child to form sentences by saying the sentence out loud first, then writing it down.
- When they are ready, remind your child to include capital letters and full-stops in their sentences.
- Make sure your child really understands the task before they begin.

# Supporting your child with handwriting

Whenever your child is writing by hand, encourage them to think about their handwriting.

Try to support your child by...

- encouraging them to sit correctly
  - grip their pencil correctly
  - helping them form letters correctly
- helping them with the size of their letters
- encouraging them to think about where each letter sits on the line



# Supporting your child with spelling

You can make spelling tricky words more memorable using some fun techniques...

Pyramid words

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

Spot a word in a word

sep – a – **rat** – e

Naughty letters

serious

Rainbow writing

serious serious

Drawing an image  
around the word



# Helpful websites for writing



BBC bitesize KS1:

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

Topmarks KS1:

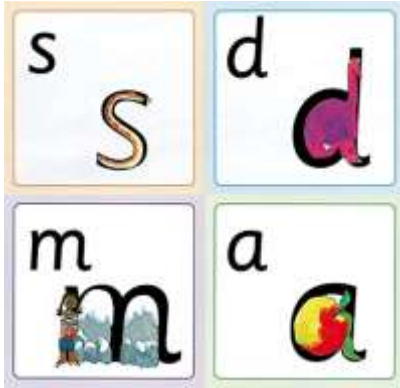
<https://www.topmarks.co.uk/Search.aspx?Subject=9&AgeGroup=2>

Purple Mash:

<https://www.2simple.com/purple-mash/>

# Overview of Reading at the Lower School

## Reception



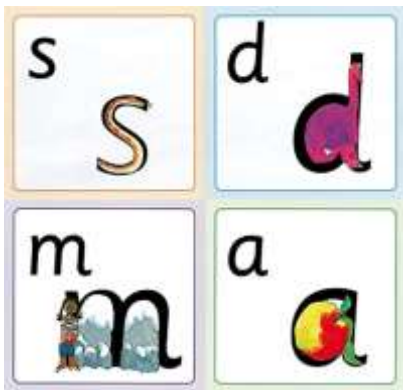
*Daily Phonics lessons with the class teacher. Pupils are assessed each half term and placed in banded Phonics groups. Once they are reading green level books they join the Year 1 and 2 Phonics groups in their Phonics sessions.*

*Daily phonics practice*



# Overview of Reading at the Lower School

## Key Stage 1



*Daily phonics lessons*



*This picture is ready for decodable books like 'Sam and the Foxglove'!*

	Reception	Year 1	Year 2
Working towards (s)			Purple
Working with (s)	Decodable phonic books	Decodable phonic books	Gold
Working at (s)			White
Greater depth (s)			Green

*Phonetically decodable texts/  
banded home readers*



*Guided Reading  
groups when  
children reach the  
green level*

# Across the school



With stickers ready to be stuck onto the record book and stickers

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working towards 1d			Purple	Green	Grey	Sapphire	Red
Working within 1d	Chocolate phonics book	Decodable phonics book	Gold	Brown	Grey	Sapphire	Black
Working at 1d			White	Brown	Grey	Sapphire	Black
Greater depth 1d-1			Green	Brown	Sapphire	Red	Black

*Daily home reading*



*Everybody Reads –  
first 10 minutes  
after lunch*



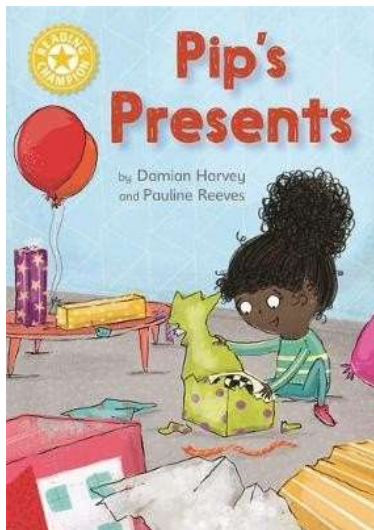
*Fortnightly access to the  
Lower School library*

# Reading at home with your child

## Before you begin to read:

### If it's a new book...

- Ask your child why they chose the book.
- Talk about the front cover together.
- Read the blurb together.
- Make some predictions about what might happen in the book.
- If it's a picture book, walk through the book together.
- Pick out any key words the children might need.



### If you are continuing a book...

- Find the page you read up to last time.
- Ask your child to summarise what's happened in the book so far.
- Ask questions about the book so far.
- Make predictions about what might happen next.

Setting a time/page target can really help more reluctant readers.

## Whilst reading:

- Give lots of positive encouragement!
- Ask a range of questions about the book.
- Pause on pages to give the children time to look at the pictures and discuss the book with you.
- Encourage your child to use a range of strategies to read words they don't know.



### Questions to ask your child when reading:

#### Before reading a new book:

- Why did you choose this book?
- Who is the author?
- Have you read any other books by this author?
- Who is the illustrator/publisher?
- Is the book fiction or non-fiction? How do you know?
- What do you notice on the front cover?
- Shall we read the blurb together?
- What do you think might happen in this book? Why?

#### Before continuing the same book:

- Where in the book did we get up to?
- What's happened in the book so far?
- Can you summarise what you've read so far?
- What do you think might happen next? Why?
- What did the word ..... mean?

#### Whilst reading:

- Who are the main characters?
- What sort of character is ....? Are they cruel/kind/sneaky?
- What impression do you get of this character? Why?
- Where is the story set?
- What happened on this page?
- Can you summarise what just happened?
- How do you think this character feels? Why?
- How would you feel if you were this character?
- What does the word .... mean? How do you know?
- What do you think might happen on the next page/in the next chapter? Why?
- Why is this word written in **bold**/*italics*?
- What do you think the author is trying to show us here?
- Does this remind you of anyone/anything? Why?

#### After reading:

- Did you enjoy the part we read today? Why?
- What happened in the part we read today?
- Can you summarise what happened in our reading today?
- What was your favourite part of what we just read?
- Were there any words/phrases you really liked? Why?
- Has your opinion changed of any characters?
- Did anything happen that you weren't expecting? Why?
- Who would you recommend this book to? Why?
- What do you think might happen next?

# Reading difficult words



If your child gets stuck on a word, you could...

1. Ask them to use their sounds (phonics).

Consonant sounds												
f	l	m	n	r	v	z	sh	th	ng			
ph	ll	mm	nn	rr	vv	zz	ssi	tti	ng	nk		
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck	dd	gg	hh	jj	pp	tt	wh	ww	xx	yy	ch
ck	ch											

Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
ea					ai	y	ie	oa				
					ai	e	ie	oa				
						e	i	o				

oo	oa	ar	or	air	ir	ow	oy	ire	ear	ure		
oo	oa	ar	or	air	ir	ow	oy	ire	ear	ure		
oo	oa	ar	or	air	ir	ow	oy	ire	ear	ure		
oo	oa	ar	or	air	ir	ow	oy	ire	ear	ure		
oo	oa	ar	or	air	ir	ow	oy	ire	ear	ure		

2. Ask them to miss out the word, read the rest of the sentence and see if they can work out what it means.

3. Use picture clues to help them



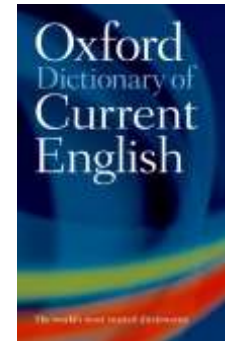
The dog ran after the ball.

Revisit the word at the end of the reading session. Can your child remember what the word was?

4. Ask them to use their knowledge of prefixes and suffixes to help them break down the word.



5. Encourage them to use a dictionary to find the meaning of the word.



## After reading:



- Praise your child
- Show your child that you enjoyed reading with them!
- Talk about what you just read.

If your child came across a tricky new word...

- write the word down with its definition and stick it up around the house (perhaps in the kitchen/on the fridge)
- revisit the word the next hour, the next day, the next week etc until your child remembers it well
- use the new word as much as possible in everyday speech to help your child understand how to use it correctly.

# Top tips!



- Try to find time to read every day with your child.
- Encourage your child to find a calm, quiet environment to read.
- Encourage your child to use a range of strategies when they find a word tricky.
- Focus on a range of reading skills with your child e.g. **retrieval**, **inference** and **summarising** skills when asking them questions about the book/text they've read.
  - Visit the library!
  - Talk about books together.

# Helpful websites for reading



Free online books/audio stories:

<https://bookdash.org/books/>

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>

<https://storylineonline.net/library/>

Phonics:

<https://www.bbc.co.uk/bitesize/topics/z7tr96f>

<https://www.bbc.co.uk/bitesize/topics/zf2yf4j>

<https://www.bbc.co.uk/bitesize/topics/z2hckty>

<https://www.teachyourmonster.org/>

Phonics blog:

<https://home.oxfordowl.co.uk/how-can-i-support-my-child-with-phonics/>