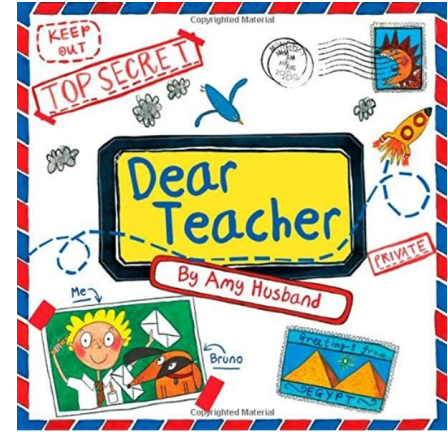
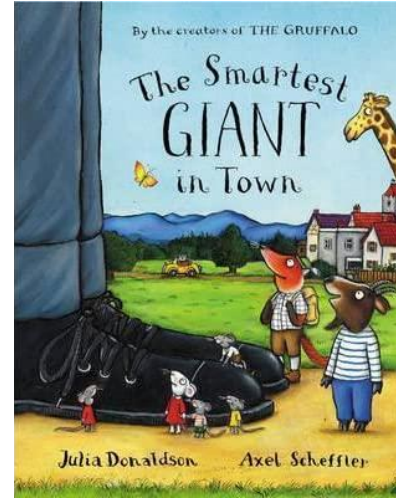
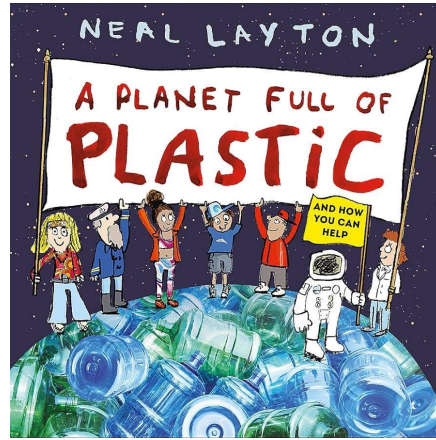
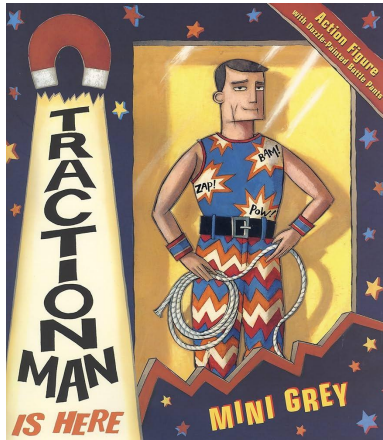


English Workshop – KS1



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]

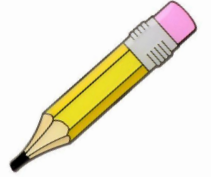
Use of capital letters, full stops, question marks and exclamation marks to **demarcate sentences**

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:

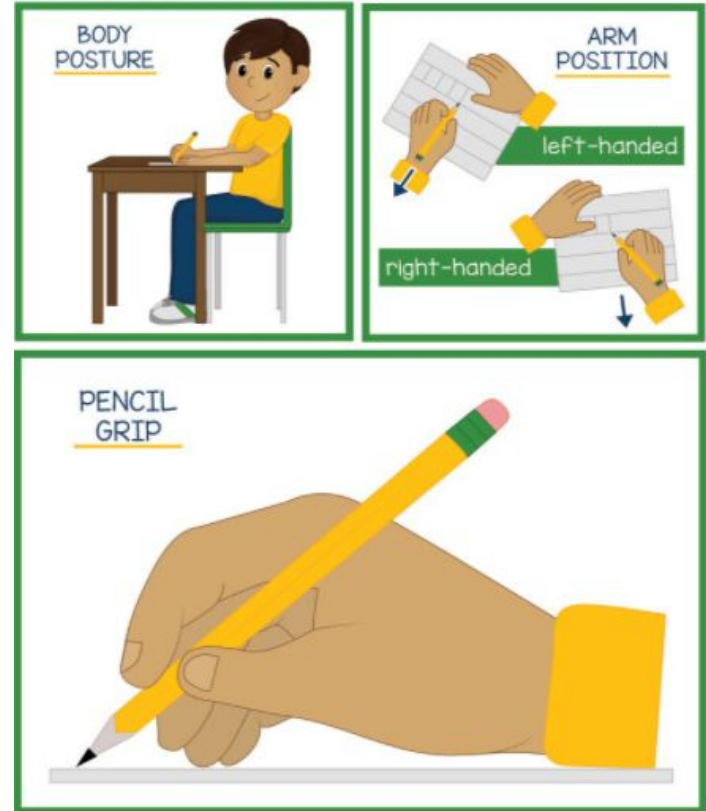
- Remind your child to use their sounds (phonics) to write words.
- Help your child to form sentences by saying the sentence out loud first, then writing it down.
- When they are ready, remind your child to include capital letters and full-stops in their sentences.
- Make sure your child really understands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

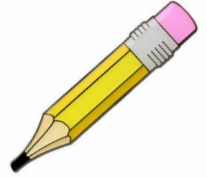


Spelling and Handwriting Home Learning

	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
incredible					
incorrect					
believe					
heart					
difficult					
double					
enough					
recent					
because					
interest					

1. Complete the grid to help you practise the spellings.
2. Find out what each word means.
3. Write a sentence for each word using a fronted adverbial or a relative clause.
4. Learn how to spell the words.

Helpful websites for writing



BBC bitesize KS1:

[KS1 English - BBC Bitesize](#)

Topmarks KS1:

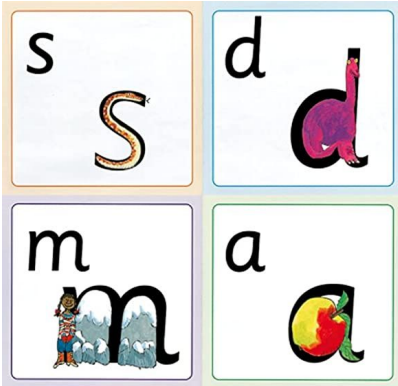
[Key Stage 1 English - Topmarks Search](#)

Purple Mash:

[Purple Mash | Computing, Maths, English and more - 2simple.com](#)

Overview of Reading at the Lower School

Reception

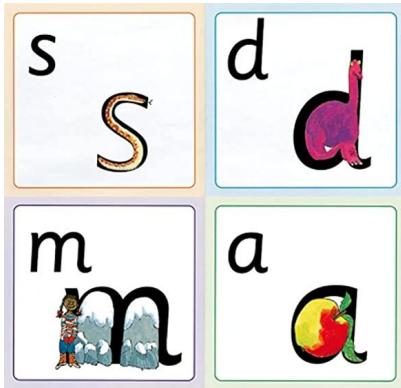


Daily phonics
practice

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.

Overview of Reading at the Lower School

Key Stage 1



Daily phonics lessons



Until children are ready for decodable books
Lilac (non-worded books and flashcards)

	Reception	Year 1	Year 2
Working towards (b)			Purple
Working within (w)	Decodable phonic books	Decodable phonic books	Gold White
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



Level 1 children are ready for decodable books
 Level 2 non-words books and flashcards

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working towards (b)			Purple	Lime	Grey	Sapphire	Ruby
Working within (w)	Decodable phonics books	Decodable phonics books	Gold	Brown	Grey	Sapphire	Black
			White				
Working at (a)	Greater depth (s+)		White	Brown	Sapphire	Ruby	Black
			Lime				

Daily home reading



Everybody Reads – first 10 minutes after lunch



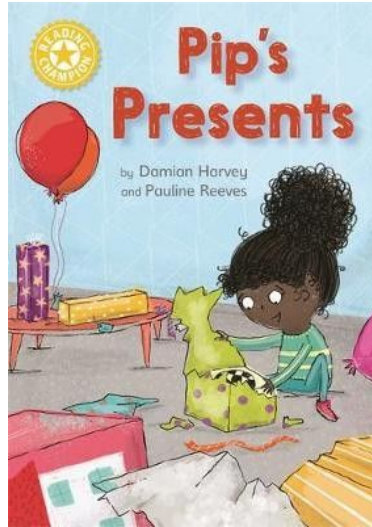
Fortnightly access to the Lower School library

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**/*italic*?
- 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	s	v	z	sh	th	ng		
ff	ll	mm	nn	rr	ss	ve	zz	sh	th	ng		
ph	le	mb	kn	wr	se	ce	se	ci		nk		
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck	dd	gg	h	pp	qu	tt	wh	x	y	ch	tch
ck	ck	ch										
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				ai	y	i-e	o-e				
					ai	ea	ie	oa				
						e	i	o				
							y					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
ue	ue		ore	are	ur	ow	oi					
ew	ew		ore	are	ur	ow	oi					
			aw	au								

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

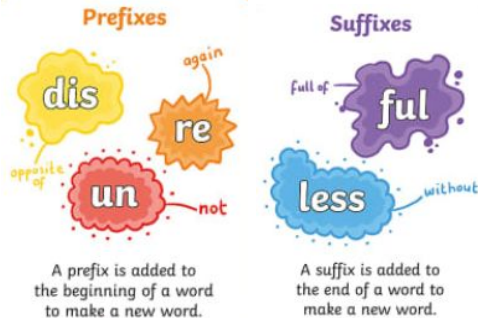
3. Use picture clues to help them



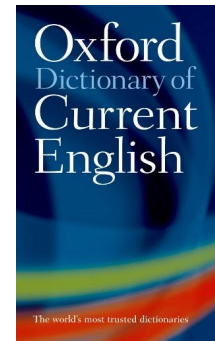
The dog ran after the ball.

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/>

[Storybooks and games | BookTrust](#)

[Library - Storyline Online](#)

Phonics:

[Teach Your Monster](#)

[Phonics - letter sounds - Early years English - BBC Bitesize](#)

[Phase 2 phonics - KS1 English - BBC Bitesize](#)

[Phonics - digraphs and trigraphs - Early years English - BBC Bitesize](#)

Phonics blog:

[How can I support my child with phonics? - Oxford Owl for Home](#)

Oracy

We want our children to speak and hear good Standard English.

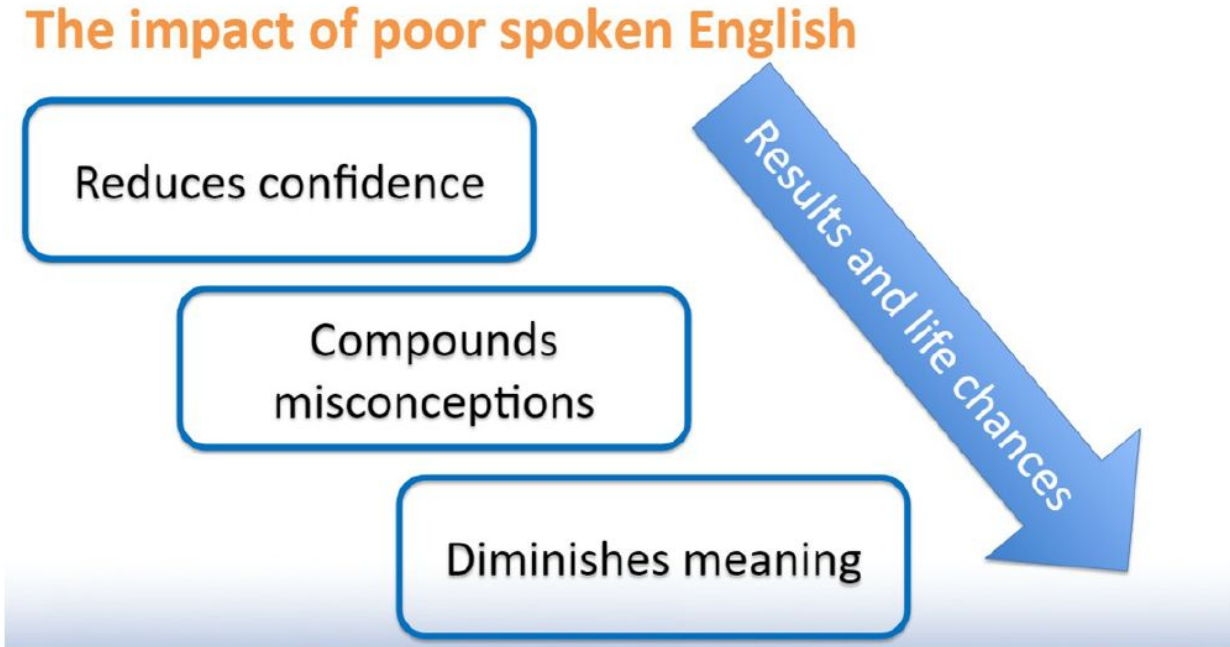
The impact of poor spoken English

Reduces confidence

Compounds
misconceptions

Diminishes meaning

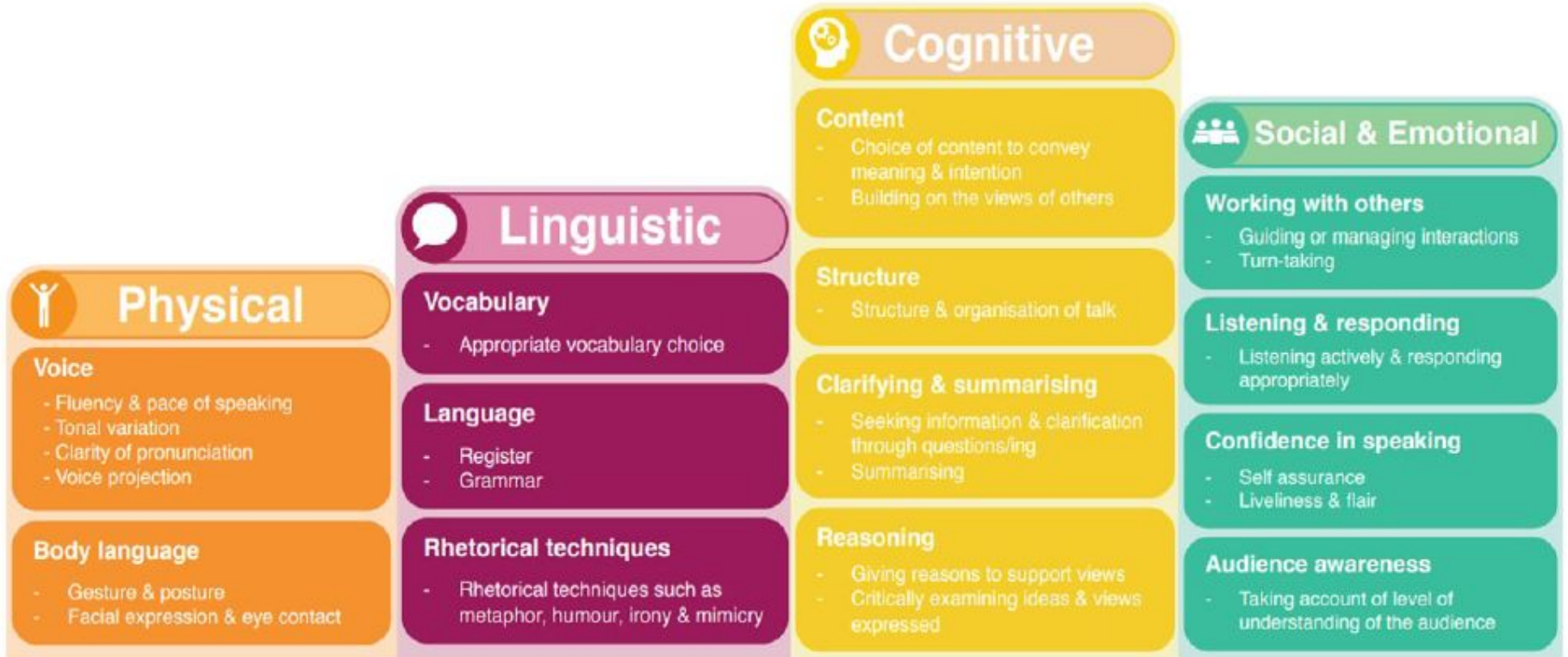
Results and life chances



The National Curriculum says children should develop skills in spoken language as part of their English lessons, including the ability to:

- Articulate and justify answers, arguments and opinions.**
- Participate in discussions, presentations, performances, role play, improvisations and debates.**
- Select and use appropriate registers for effective communication.**
- Speak with an increasing command of Standard English.**

There are 4 stands of Oracy



What can we do about it?



The models we hear
as our daily diet



The explicit teaching
of spoken English



The correction of
inaccuracies