

An open book is shown from a low angle, with its pages fanned out. The pages are illuminated with a warm, golden light, creating a glowing effect. The background is dark with numerous small, bright stars and larger, soft bokeh lights, giving it a magical or celestial feel. The text is overlaid on this background.

# English

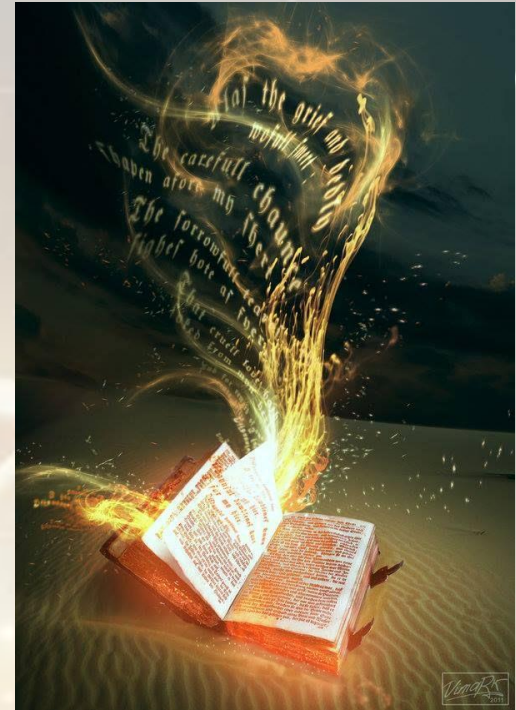
at Bovingdon Primary  
Academy

**Mrs Hamilton**

Assistant Principal / English Lead

# Agenda

- **Celebrating our achievements**
- **Reading:**
  - The importance of reading
  - How we teach reading
  - Supporting your child at home
- **Writing:**
  - The importance of writing
  - How we teach writing
  - Supporting your child at home



# Celebrating Achievements

**In 2022, at the end of KS2:**

**Reading:**

**74%**- Nationally met standard (**28%** greater depth)

**96%** – Bovingdon met standard (**45%** greater depth)

**Grammar, Punctuation and Spelling:**

**72%** - Nationally met standard (**28%** greater depth)

**94%** – Bovingdon met standard (**59%** greater depth)

**Writing:**

**69%** - Nationally met standard (**13%** greater depth)

**94%** - Bovingdon met standard (**22%** greater depth)



# World Book Day





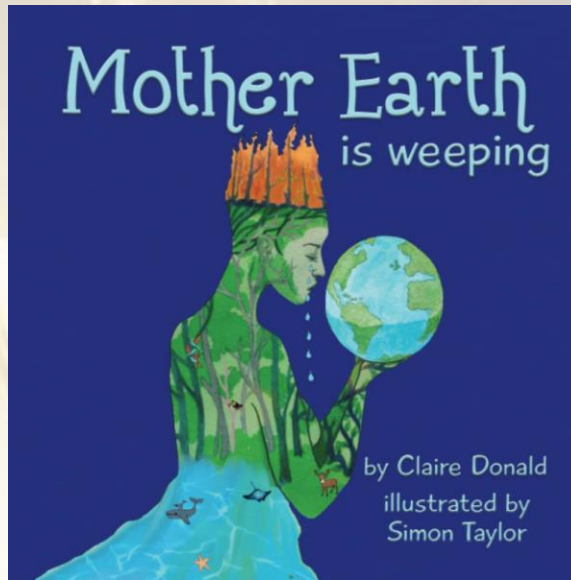
# World Poetry Day



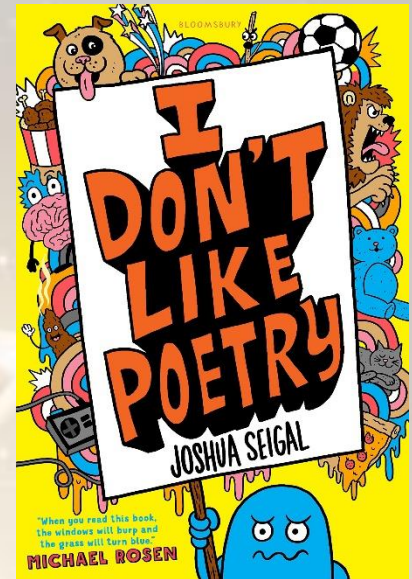
# Whole School Writing



**The Magic Paintbrush**  
A Chinese Folktale  
Narrative Writing



**Mother Earth is Weeping**  
An Environmental Story  
Letter Writing



**Let's Hear it for  
the Teachers**  
Joshua Seigal Poem  
Poetry

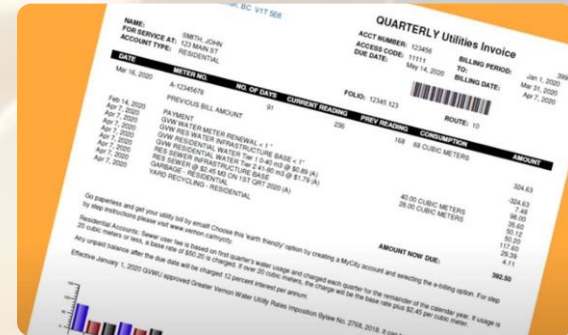


# Reading

at Bovingdon Primary  
Academy



# How many times have you read today?





# Importance of Reading

**Everyday life** - Reading is fundamental to functioning in today's society.

**Exercises the mind** - Reading is important because it develops the mind.

**Discover new things** - Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read.

**Develops imagination** - TV and games have their place but with reading, a person can go anywhere in the world...or even out of it!

**Improve spelling** - Good reading skills, especially in a phonics reading program, improve spelling.

***Reading is important because words - spoken and written - are the building blocks of life.***

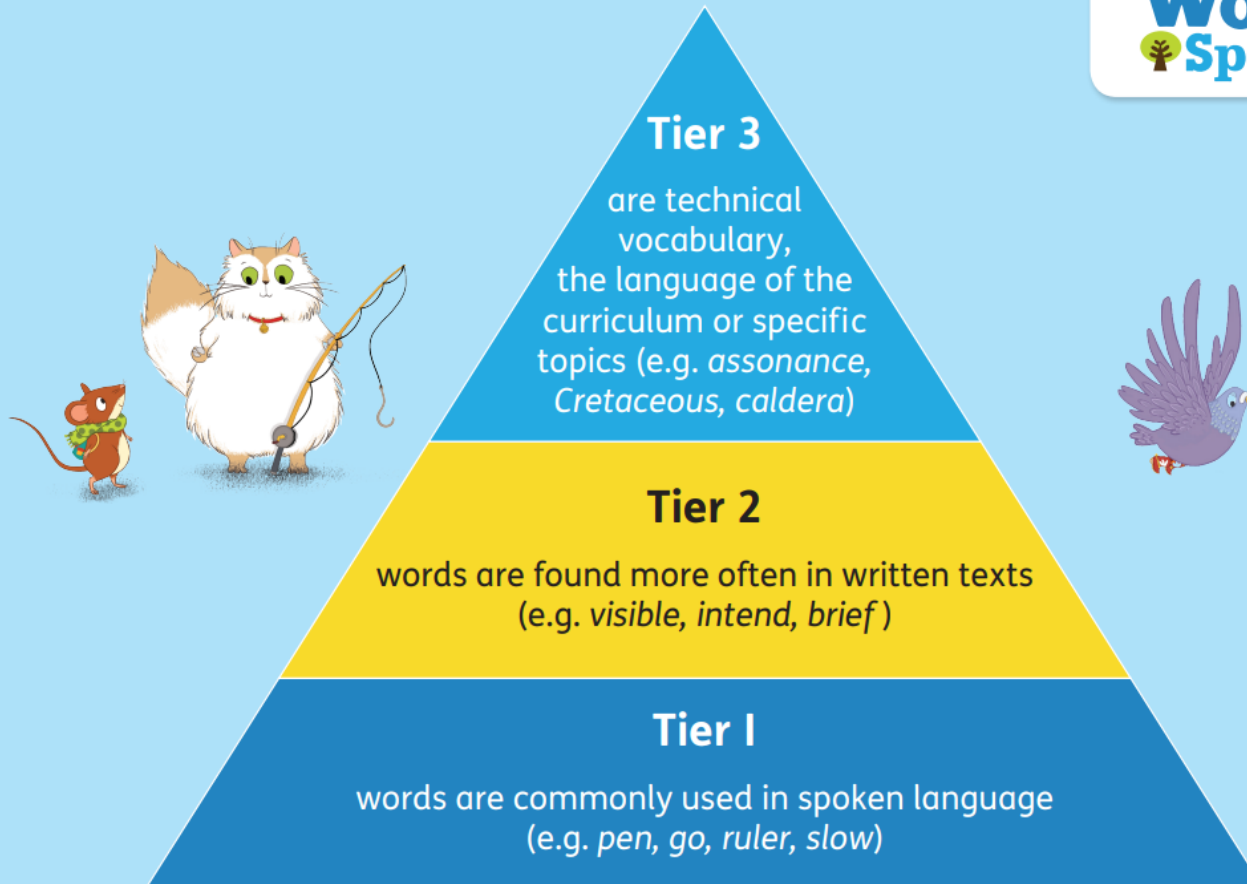
**The longer children keep an enjoyment of reading going, the greater the benefits are in the classroom.**

10-year-olds who enjoy reading have a reading age 1.3 years higher than their peers who do not enjoy reading, rising to 2.1 years for 12-year-olds and 3.3 years for 14-year-olds.

*National Literacy Trust*

# Vocabulary

**Word  
Sparks**





# Vocabulary

Learning to read is about listening and understanding as well as working out print. Through hearing stories, children are exposed to a rich and wide vocabulary. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.

**Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech. Vocabulary is particularly important to text comprehension, as children's books tend to deploy far less common vocabulary than is found in day-to-day speech (Snow et al, 1998; Stanovich, 1993). *Ofsted Research on Reading 2019***

## Words that have come up in KS2 SATS:

descendant	ancestor	dawn	dusk	puzzling
reluctantly	lifeline	headlong	decent	guardian

# How do we teach reading?





# SCARBOROUGH'S READING ROPE (2001)

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling–sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)

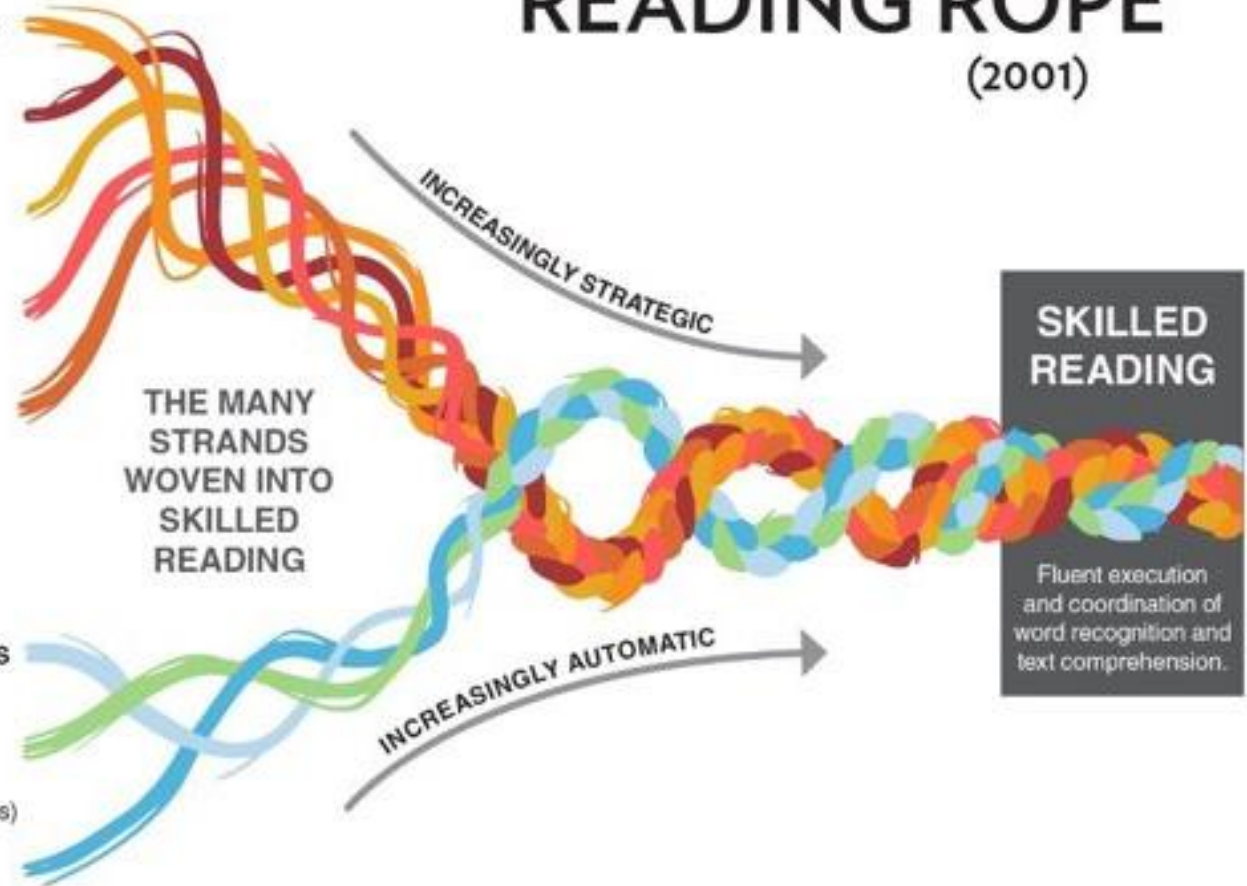
THE MANY  
STRANDS  
WOVEN INTO  
SKILLED  
READING

INCREASINGLY STRATEGIC

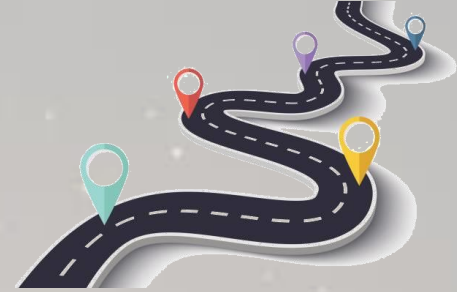
INCREASINGLY AUTOMATIC

**SKILLED  
READING**

Fluent execution  
and coordination of  
word recognition and  
text comprehension.



# Phonics



Our school has chosen Little Wandle Letters and Sounds Revised as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Phonics is making connections between the sounds of our spoken words and the letters that are used to write them down.





# Fluency



Fluent readers can **read accurately**, at an **appropriate speed without great effort (automaticity)**, and **with appropriate stress and intonation (prosody)**.

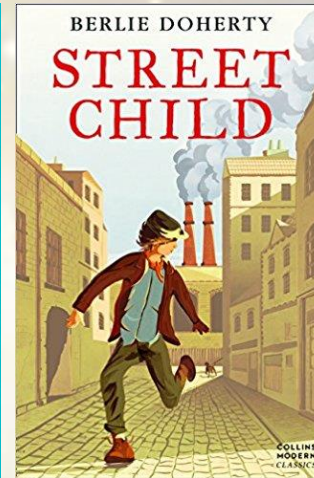
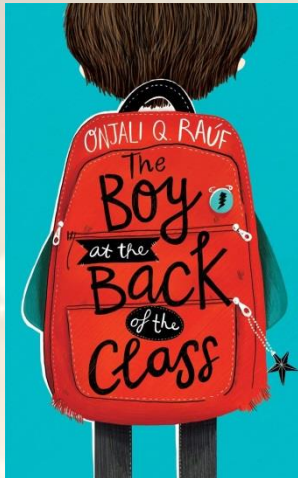
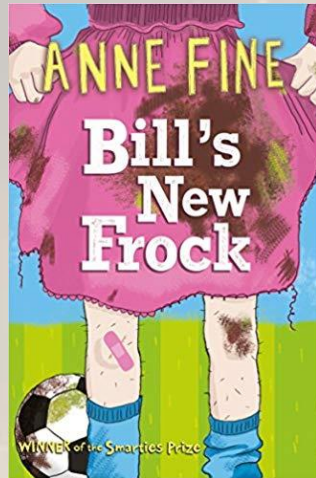
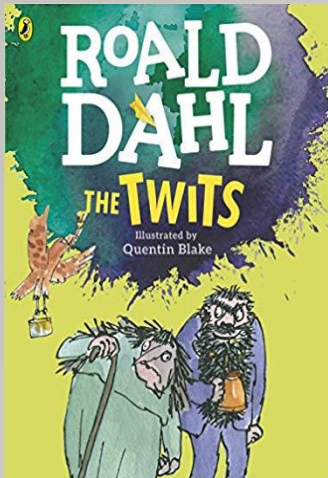
A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

There are no quick ways to develop reading fluency and most pupils will benefit from being explicitly taught and being encouraged to practise.

The following approaches are well supported by evidence:

**guided oral reading instruction**—fluent reading of a text is modelled by an adult or peer and pupils then read the same text aloud with appropriate feedback; and  
**repeated reading**—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.

# KS2 Whole Class Reading



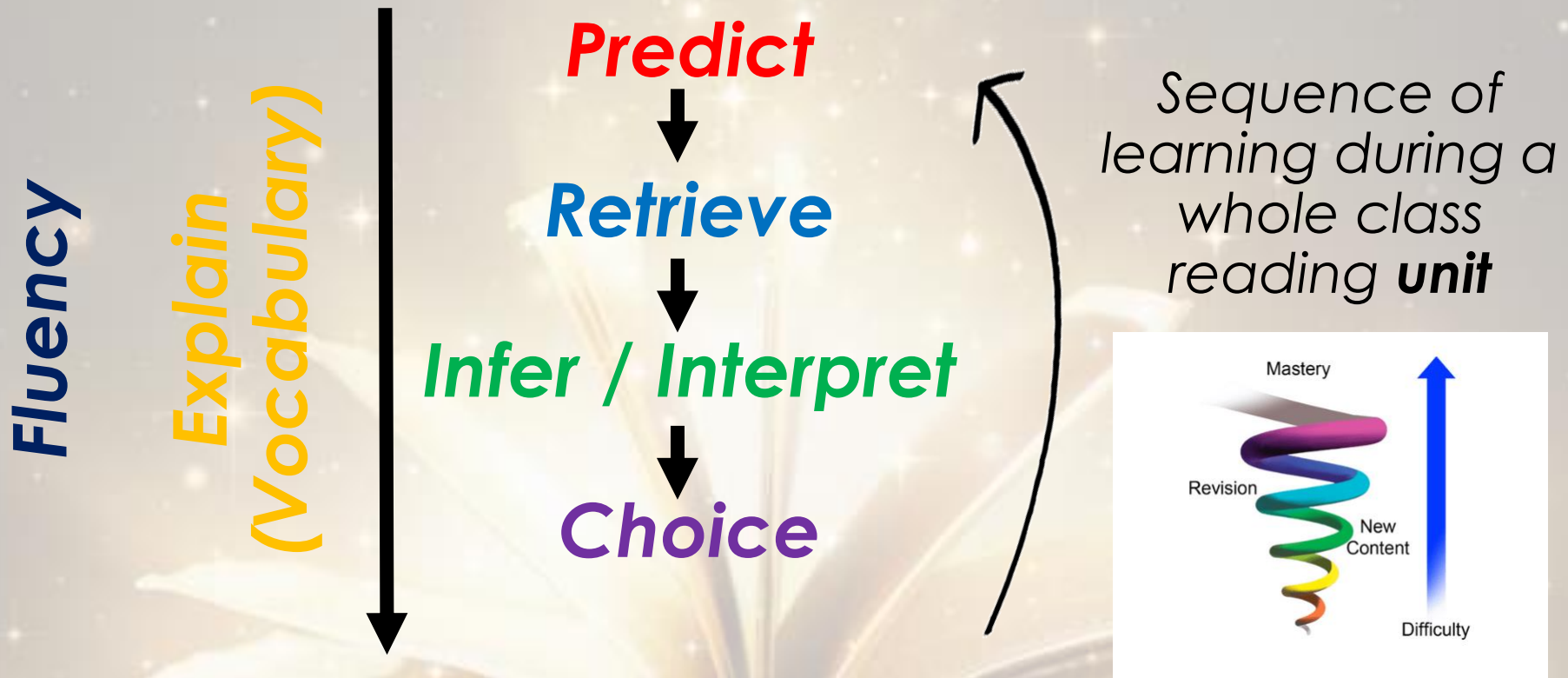
At the end of Year 2 – Year 6, we move towards whole class reading lessons. The teacher reads the book to the class while the children follow along. It is wonderful for discussing new vocabulary, structure and genres as well as delving deeper into the story. Children then complete independent work in their reading journals or a group activity.

## Each Week:

**Three Lessons** – Fiction / Poetry      **One Lesson** – Non-Fiction Text



# KS2 Whole Class Reading - Fiction



One week (or more if needed) on each skill, then repeat with increasing difficulty

# KS2 Whole Class Non-Fiction Reading



**Fluency**

**Explain  
(Vocabulary)**



**Explain**

**Retrieve**

**Infer / Interpret**

**Choice**

*Sequence of  
learning during a  
non-fiction lesson*



One question for each skill each  
lesson

# KS2 Whole Class Reading

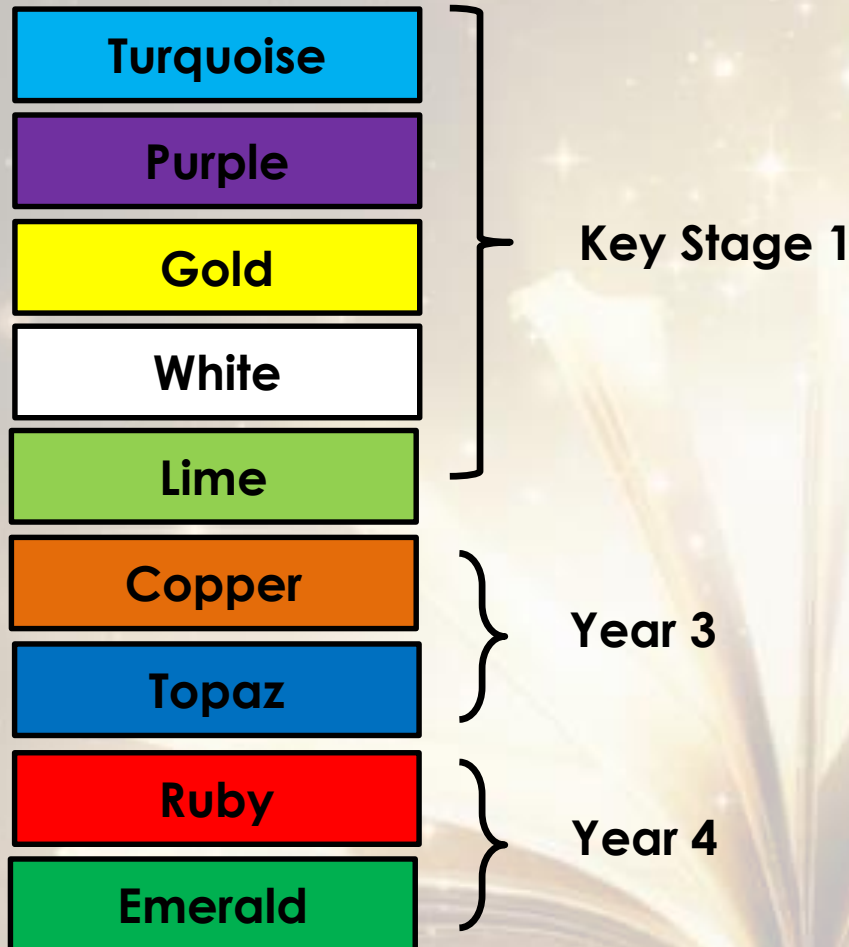


*Sequence of learning during  
a whole class reading **lesson***





# Reading Scheme Year 3 and 4



We expanded our book band reading scheme to include Years 3 and 4.

The books are high-quality texts designed for children in Lower Key Stage 2 to help them make rapid progress in reading.

*Some children will move on to a different reading scheme if needed in Year 5 and 6.*



*Teachers will support children in choosing appropriate books to help them make progress with their reading.*



# How reading is assessed



**Internal assessments** – Ongoing / Termly

**Phonics screening check** (Year 1) - June

**SATs (Year 2)** - May

**SATs (Year 6)** - May



*There will be information meetings later in the year for parents in Year 1 (Phonics Screening), Year 2 (KS1 SATs) and Year 6 (KS2 SATs).*



# Supporting Reading at Home



**It is important that you choose a suitable time and place for reading so that your child feels relaxed and can enjoy their learning.**

**As a school, we ask that reading is recorded 3-5 times a week in the Home School Diary.**

**Once a week, we check the diaries and children who have evidenced their reading are awarded a house point. Staff also celebrate the achievement through verbal praise.**

Children and young people who read daily are four times more likely to read above the level expected for their age compared with their peers who don't read daily (22.3% vs 5.7%)

# Supporting Reading at Home



**Read to your child**

**Listen to your child  
read daily – record it  
in their diaries**

**Give support and  
encouragement**

**Be a good role model  
– get caught reading!**



**Reinforce  
phonemes/tricky  
words**

**Discuss books and ask  
questions**

**Encourage a wide  
range of reading  
materials**

# Supporting Reading at Home



Supporting your child to use their phonic knowledge.  
Remember to say the smallest unit of sound when  
sounding words out with your children.

Grow the code grapheme chart Phase 2, 3 and 5

s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c ck cc ch	r rr wr	h	b bb	f ff ph	l ll le al	j jg dge ge	v vv ve
w wh	x	y	z zz s se ze	qu	ch tch ture	sh ch ti ssi ci	th	ng ng	nk nk	a a	e e ea	i i y	o o a	u u o-e ou
ai ay a a-e eigh aigh ey ea	ee ea e e-e ie y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	yoo ue u u-e ew	oo u* oul	ar a* al*	or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	zh su si

\*Depending on original word



# Supporting Reading at Home



- **Avoid saying:**

- No!
- That was wrong!
- That's an easy word!
- You should know that!
- Try and remember
- You've already had it.
- Think!
- You know this word.
- What do you mean , you're tired?
- Come on you're not concentrating
- We did that yesterday!

- **Try to say:**

- I like the way you worked that out
- Get your mouth ready to say the word.
- What can you hear at the beginning/ the end?
- Does that make sense?
- Does it look right?
- Try that again.
- Do you know a word like that?
- Look at the picture and see if it helps

***Pause***

***Prompt***

***Praise***

# Supporting Reading at Home



## Questions while selecting a book:

- Why did you want to read this book?
- Do you like the book cover? What do you like about it?
- Have you read any other books by this author?
- Is the author also the illustrator of this book?
- What do you think this book might be about?

## Questions prior to reading the book:

- What is the title of this book?
- Who are the author and illustrator?
- Does the picture on the cover give us any clues as to what the story might be about?
- (Read the blurb on the back of the book together.) What clues does this give us? Does it sound like an exciting/sad/happy story?

# Supporting Reading at Home



## Questions while reading the book:

- What has happened so far? What do you think might happen next?
- What can you see in the pictures? Are they helping to tell the story?
- Which character is your favourite? How would you describe them?
- How would you feel if that happened to you?

## Plot questions after reading the book:

- What happened in the beginning?
- What happened next?
- What happened at the end of the story?
- At what point in the story did we realise....?



# Supporting Reading at Home



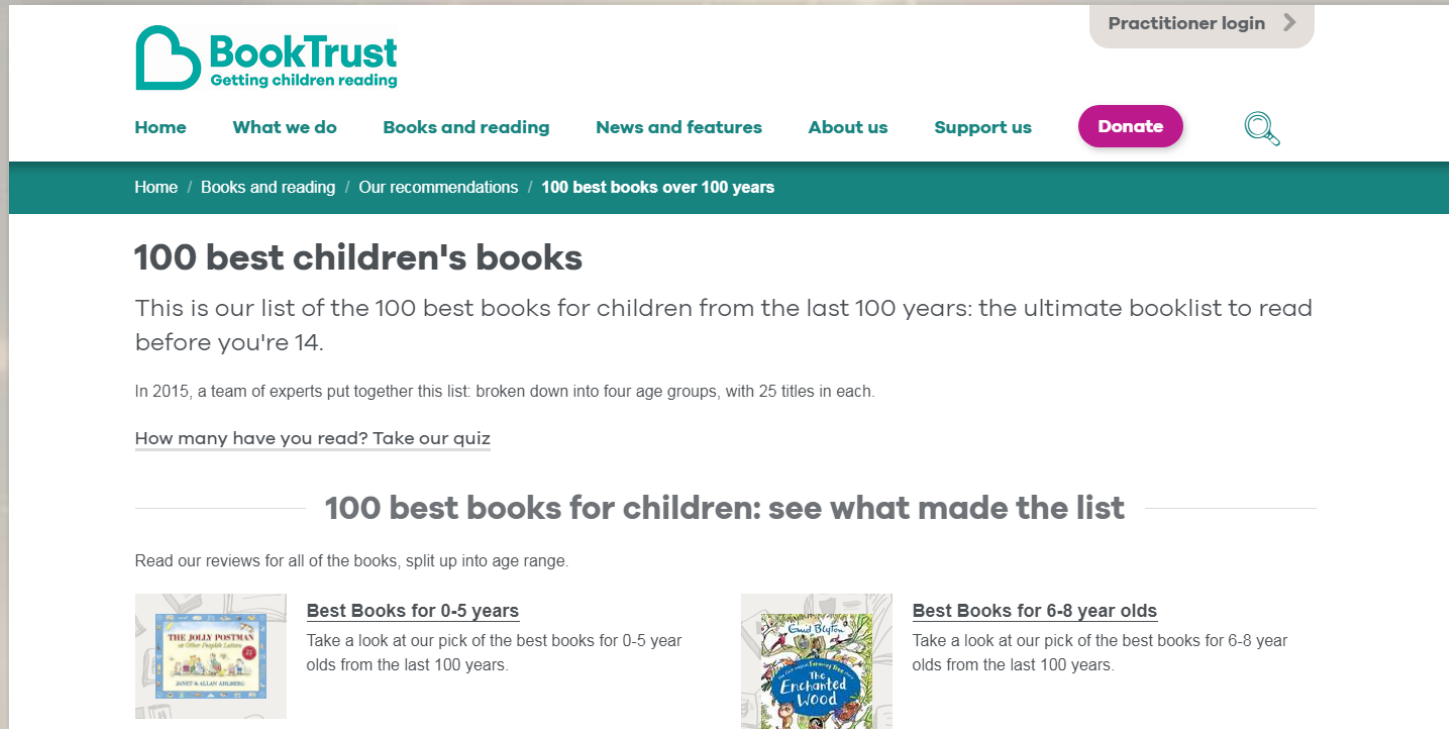
## Character questions:

- What do we learn about X in the beginning of the story?
- What do we know about X by the end of the story?
- Who are the main characters in the story? Would you like to be any of the characters? If so, why?
- How would you feel if you were X at that part of the story?
- What would you have done if you were X?
- What are some of the words the author has used to describe the character?
- How did X feel when... ?
- Does X remind you of anyone you know? If so, why?

## Appreciation questions:

- Did you enjoy this story?
- Did the illustrations help you to enjoy and understand the story?
- Did it remind you of any other stories we've read together? What were the similarities?
- What did you like/dislike the most?
- Did any parts of the story make you laugh? Why?
- Which was your favourite bit? Why?
- Were there any words or sentences in the book that you particularly enjoyed?
- Were any of the words written in capital letters/bold/italics? If so, why?
- Would you like to read another book by this author?
- Did the story remind you of anything that has happened to you?

# Recommended Reading Lists



**BookTrust**  
Getting children reading

Practitioner login >

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Home / Books and reading / Our recommendations / 100 best books over 100 years

## 100 best children's books


This is our list of the 100 best books for children from the last 100 years: the ultimate booklist to read before you're 14.

In 2015, a team of experts put together this list: broken down into four age groups, with 25 titles in each.

[How many have you read? Take our quiz](#)


### 100 best books for children: see what made the list

Read our reviews for all of the books, split up into age range.



**Best Books for 0-5 years**

Take a look at our pick of the best books for 0-5 year olds from the last 100 years.



**Best Books for 6-8 year olds**

Take a look at our pick of the best books for 6-8 year olds from the last 100 years.

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>


# Recommended Reading Lists




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## Our recommended reading lists

August 15, 2017

We're passionate about helping children develop a love of reading, so to help parents find the right books we've put together a recommended reading list for each year group, from year 1/P1 to year 6/P6...



Share this story

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LEARNING

## RECOMMENDED READING LIST

**Year 2**

The selection of books in this list are a guide for children aged 6-7 in year 2 at school. The books range various genres to cover all interests. If your child is a competent reader or has read many of these titles then try the books from the Year 3 reading list.

**Animals**

- The Story of Babar, the Little Elephant – Jean De Brunhoff
- Mog Time Treasury: Six Stories about Mog the Forgetful Cat – Judith Kerr
- The Cat Who Lost its Purr – Michelle Coxon
- Choosing Crumble – Michael Rosen

**Spooky/Mystery**

- Jinnie Ghost – Berlie Doherty
- Gobbolino the Witch's Cat – Ursula Williams
- The Dunderheads – Paul Fleischman
- The Tear Thief – Carol Ann Duffy
- How to Live Forever – Colin Thompson
- The Jolly -Rogers and the Ghostly Galleon – Jonny Duddle

**Humour**

- The Day the Crayons Quit – Drew Daywatt
- Clarice Bean, That's Me – Lauren Child

<https://www.explorelearning.co.uk/blog/recommended-reading-lists/>



# Examples of Children Reading

## DFE - KS1 Reading

### Working at the Expected Standard

- [https://www.youtube.com/watch?v=w4c\\_DMS-3IE&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=4](https://www.youtube.com/watch?v=w4c_DMS-3IE&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=4)
- <https://www.youtube.com/watch?v=-v3XOsTF33Y&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=4>

## DFE – KS2

### Working at the Expected Standard

- <https://www.youtube.com/watch?v=1t1P4Mftavw&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=8>
- <https://www.youtube.com/watch?v=-pJLvC5eerU&list=PL6gGtLyXoeq8k9ykPys3NvQIfIvAGCUjN&index=10>

# Writing

at Bovingdon Primary  
Academy

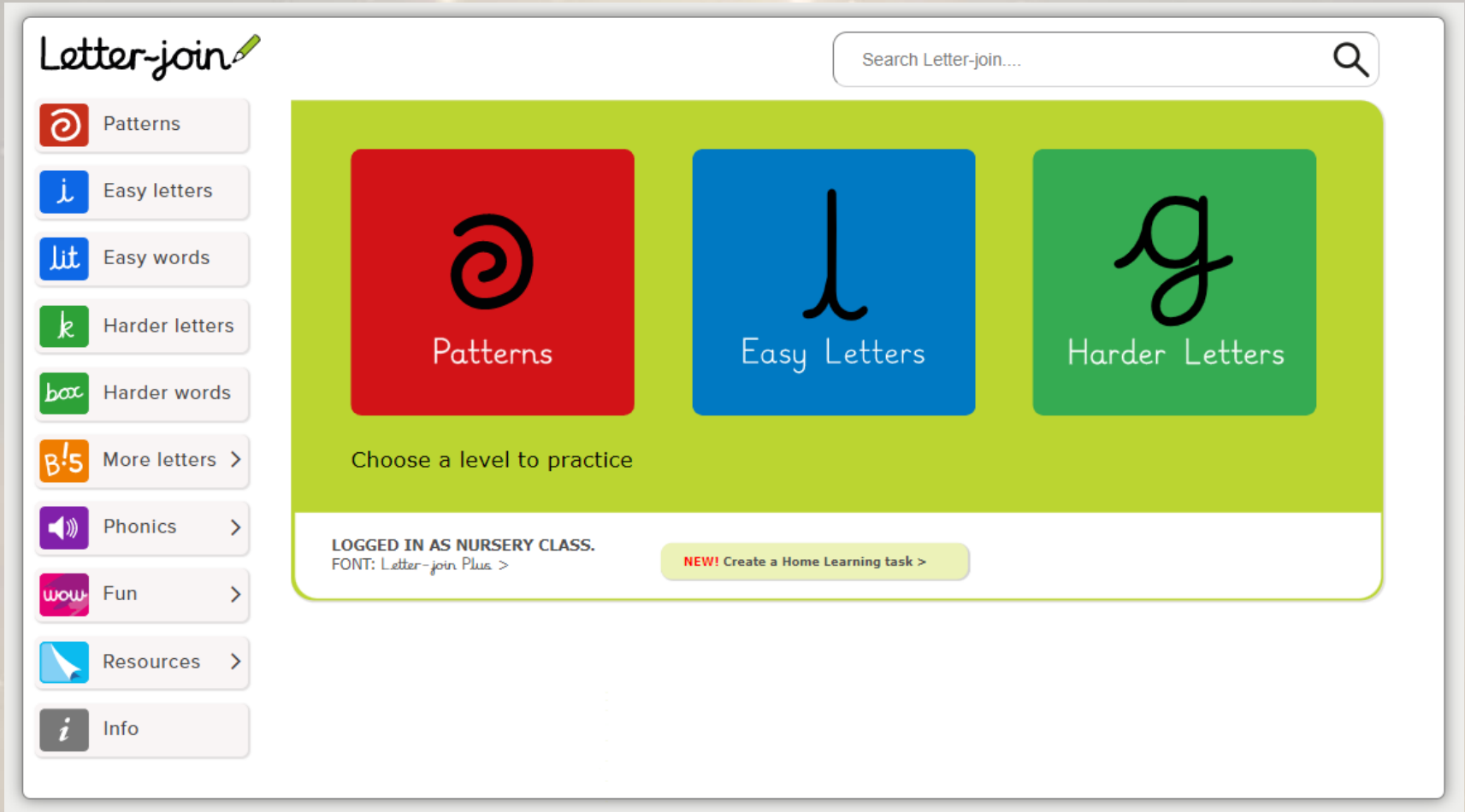



# How do we teach writing?
















# Handwriting



Letter-join 

Search Letter-join.... 

-  Patterns
-  Easy letters
-  Easy words
-  Harder letters
-  Harder words
-  More letters >
-  Phonics >
-  Fun >
-  Resources >
-  Info

Choose a level to practice

LOGGED IN AS NURSERY CLASS.  
FONT: Letter-join Plus >

**NEW!** Create a Home Learning task >

The interface shows three main practice levels: Patterns (red square with a swirl), Easy Letters (blue square with a cursive 'l'), and Harder Letters (green square with a cursive 'g'). A sidebar on the left contains navigation links for various resources. At the bottom, a status bar indicates the user is logged in as 'NURSERY CLASS' and provides a link to the 'Letter-join Plus' font. A 'NEW!' banner promotes creating a home learning task.

# Handwriting



## Home Log-in:

***<https://www.letterjoin.co.uk/>***

## Tablet log-in:

**User name:** dw2008

**Swipe code:** A capital 'L' shape starting at top left.

## PC log-in

**User name:** dw2008

**Account Password:** home

# Spelling



ea

**ea**ch /ee/  
h**ea**d /e/  
br**ea**k /ai/



# Spelling



And all the different ways to write  
the phoneme **sh**:

shell  
chef  
special

caption  
mansion  
passion

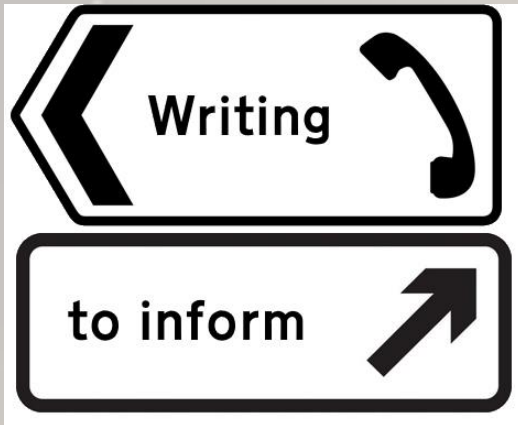
# Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

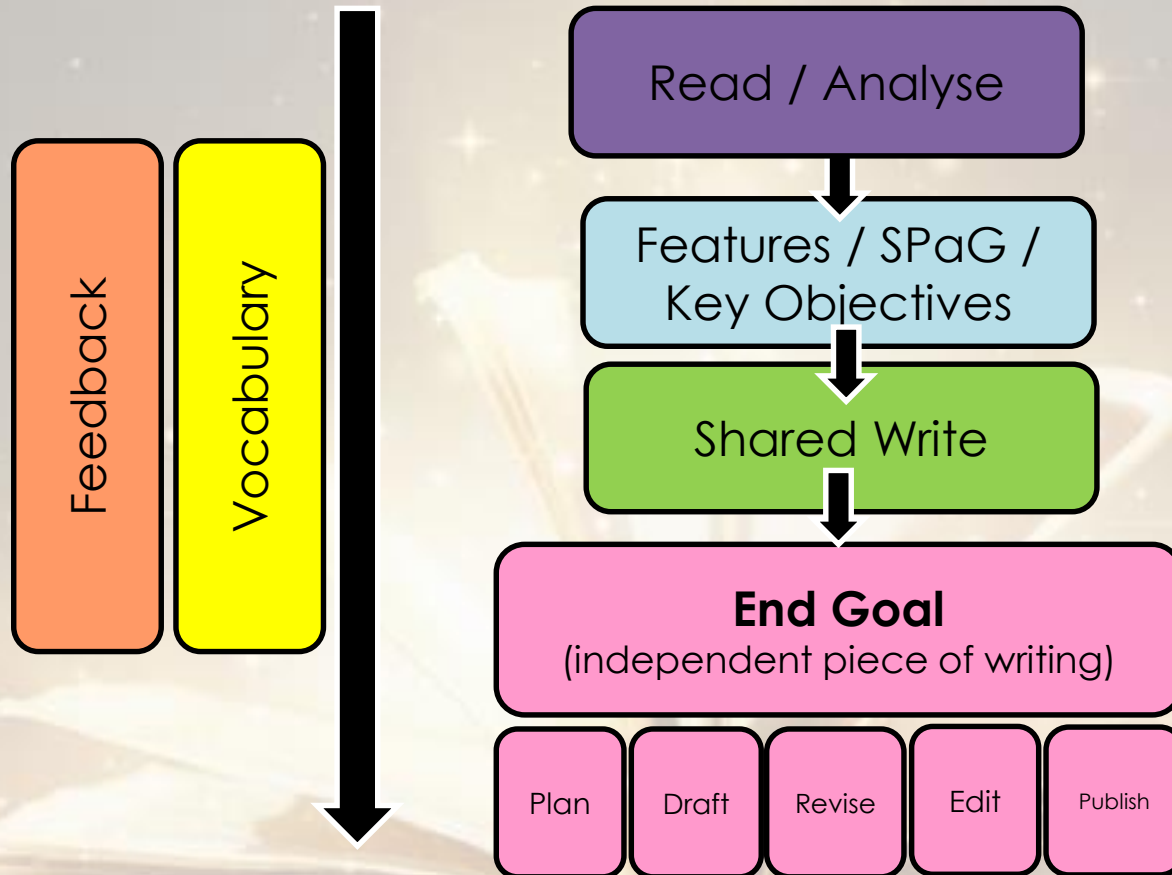


# Writing for a Purpose





# Sequence of Learning KS1 & KS2



# Writing in Year 3



## Key Objectives

### Handwriting

- Letters are formed correctly.
- Has increased legibility, consistency and quality of their handwriting (joined).

### Spelling

- Most words including a suffixes and prefixes that have been taught are spelt correctly.
- Spells common homophones e.g. there, their and they're/ your and you're.
- Spell many words with tricky sounds
- Spell some Year 3 & 4 common exception words.

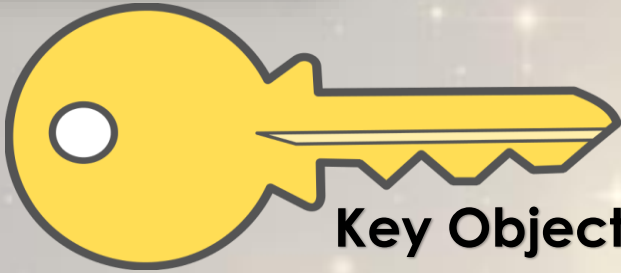
### Punctuation

- Use correct punctuation in sentences consistently (! FS & ?).
- Can confidently use commas within lists.
- Begin to use inverted commas to punctuation direct speech.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession to nouns e.g. the girl's name.

### Grammar

- Use the determiners 'a' and 'an' correctly.
- Use a wide range of subordinating conjunctions used to open and join
- Use a range of adverbs and prepositions
- Use paragraphs and other organisational devices used to group information.
- Use 1st and 3rd person used accurately and consistently.
- Uses the present perfect form of verbs in contrast to the past tense.

# Writing in Year 4



## Key Objectives

### Handwriting

- Letters are formed correctly.
- Has increased legibility, consistency and quality of their handwriting (joined).

### Spelling

- Uses and understands how to add suffixes and prefixes (that have been taught) and can spell them correctly.
- Spell common misspelt words
- Spell more complex homophones and near homophones correctly in writing
- Spell most Year 3 & 4 common exception words.

### Punctuation

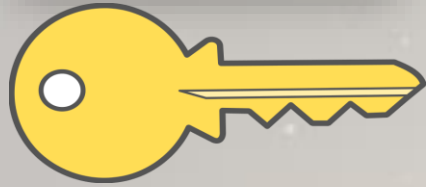
- Use commas after fronted adverbials, in lists and show a growing awareness of using a comma to separate a main clause and subordinate clause.
- Use apostrophes accurately for contraction/omission and possession (singular, regular and irregular plurals).
- Use inverted commas and other punctuation to indicate direct speech

### Grammar

- Use fronted adverbials to begin sentences.
- Use a range of sentences with more than one clause using a wide range of conjunctions
- Use standard English forms for verb inflections instead of local spoken forms
- Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, e.g. the colourful flower near the river.



# Writing in Year 5



## Key Objectives

### Handwriting

- Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.

### Spelling

- Spell some words with silent letters e.g. knight, psalm, solemn
- Spell some Year 5 & 6 words.
- Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- Spell word endings which sound like 'shil' spelt -cial or -tial
- Spell words ending in -able and -ible, also -ably and -ibly
- Spell word endings which sound like 'shush' spelt -cious or -tious
- Spell words containing the letter string 'ough'
- Spell common homophones and near homophones spelt correctly.

### Punctuation

- Use brackets, dashes or commas to indicate parenthesis.
- Uses a colon to introduce a list.
- Use all apostrophes used correctly.
- Use commas to clarify meaning or avoid ambiguity.
- Punctuates bullet points consistently.

### Grammar

- Use relative clauses
- Uses modal verbs
- Use devices to build cohesion within a paragraph
- Make precise and effective use of expanded noun phrases and through considered use of adverbials.
- Use of a range of conjunctions that are carefully chosen dependent on text type and genre.
- Write direct and reported speech within writing

# Writing in Year 6

## End of KS2



### Working at the expected standard

- write effectively for a **range of purposes and audiences**, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in **narratives, describe settings, characters and atmosphere**
- **integrate dialogue** in narratives to convey character and advance the action
- **select vocabulary and grammatical structures** that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- **use a range of devices to build cohesion** (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- **use verb tenses consistently and correctly** throughout their writing
- use the **range of punctuation** taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- **spell correctly most words from the year 5 / year 6 spelling list**,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain **legibility in joined handwriting** when writing at speed.

# Example

## Viking Day

When I walked into the hall, I turned my head ~~as~~ and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~pleasant~~ welcoming, of <sup>course</sup> ~~course~~, but had a lot of weapons ~~and~~ ~~surrounds~~ surrounding him. The first words he said were G'DAR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, sur, runes and by the fact that it was Viking Day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was really sunny. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics <sup>and</sup> ropes.



# Example

## Macbeth

One Spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murky moors <sup>while</sup> celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags ~~appear~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~was~~ whispered creepily.

"~~But~~ How can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

# Example

"Lauren, I have <sup>just</sup> received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and ~~the~~ <sup>two</sup> tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof fur coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's ~~BMW~~ <sup>BMW</sup> was parked and they set off for Gatwick Airport.

Eventually, they arrived in Antarctica where the film crew were waiting for Lauren's mum to report the news, causing Lauren to be left alone and find the winter hut herself. As soon as her mum left, she ~~started~~ <sup>quickly</sup> picked up the bags and began to walk. Quickly, a light gust of wind moved towards her but when it had passed, it left Lauren with a ~~very~~ <sup>very</sup> painful frost bite. What ~~might~~ <sup>could</sup> she do now ~~with~~ to get rid of the frost bite? She thought to herself, but gradually it melted from the warm heat of her coat.

# Writing End of KS2



## Working at greater depth

The pupil can:

- write effectively for **a range of purposes and audiences**, selecting the appropriate form and drawing **independently** on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the **language of speech and writing** and choose the appropriate register
- exercise an assured and conscious control over levels of **formality**, particularly through **manipulating grammar and vocabulary** to achieve this
- use the **range of punctuation** taught at key stage 2 correctly (e.g. **semi-colons, dashes, colons, hyphens**) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

[There are no additional statements for spelling or handwriting]



# Example

## Opening the Fridge

Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~creeped~~ across the landing. As his heart raced he <sup>crept</sup> stared into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit.

Suddenly a THUD!... He raced down the creaking stairs—even the seventh one that makes an earsplitting creak noise. He could see the ~~re~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~Then~~ He could feel pair of eyes watching her in the darkness. Who was it? Had he been seen <sup>him?</sup>...? His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

# Example

## How Pointe Shoes Came To Be

Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.

Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful *pas de deux* (a solo dance with one man and one woman) but in some ballets men go en pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.

# Supporting Writing at Home



## Follow your child's interests

Encourage your child to write at home and practise the skills they are learning at school.

## Role model

Let your child see you write!

You could write your own story or write a story together.

You can write notes for your child to respond to. You could write a shopping list together. The possibilities are endless.



## Handwriting

Practise forming letters correctly at home. This could be using pencils/pens and paper or get creative and use a different material!

## Talk comes first

The standard of children's writing at school is not only how they form letters and handwrite.

They must also be able to express their ideas clearly. Can they put thoughts in order and discuss what they want to say?

## Spellings

Investigate spelling rules and/or explore alternative spellings from the Little Wandle scheme.

**Curriculum Newsletters  
are on the school website  
and outline what each  
year group is learning  
each term.**



# We need you!



**We are looking for parents  
and carers to support  
reading in the school.  
We will provide some basic  
training.**



**Can you commit to coming in to school once a week?**

**Could you work with children 1:1 or in small groups to  
support their reading development?**

**Please contact the school office.**



THANK  
You! 😊