



ENGLISH

at Davington Primary School
EYSF and KS1

J.Ogilvie

The Curriculum

Fluency in English is an essential foundation for learning in all subjects.' (National Curriculum 2014)

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn

EYFS

Communication and Language is one of the 3 prime areas of the EYFS framework.

Being able to listen, talk and have a good understanding of language is vital to children's development in all areas of the curriculum.

By the end of Year R most children should ...

- listen attentively in a range of situations, giving their attention to what others say and respond appropriately.
- follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- express themselves effectively, showing awareness of listeners' needs.

Spoken Language in Year 1 and 2

National Curriculum expectations

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- express answers and opinions verbally
- provide descriptions; express feelings; explain simple things; tell a simple narrative
- maintain attention for short periods of time; join in conversations; ask and answer questions
- use spoken language to explore ideas, to imagine, to guess or to predict
- grow in confidence to speak audibly and fluently; begin to use Standard English
- join in discussions, presentations and performances; engage in role play
- gain the interest of the listener
- begin to know that different people have different ideas; be able to listen to these and make a contribution
- begin to be aware that people use different kinds of speech in different circumstances.

How do we encourage language development in school?

- By setting up scenarios through role play and drama
- By giving instructions
- By encouraging the children to talk about their experiences, news and learning
- By reading and sharing stories and rhymes
- By making collections of new vocabulary drawn from stories, experiences, artefacts and materials
- Messy play (encourages the use of descriptive language)
- Trips
- Singing songs and rhymes etc. etc.
- Working collaboratively and in pairs
- Modelling how to ask effective questions
- Hypothesising, predicting and sharing new ideas

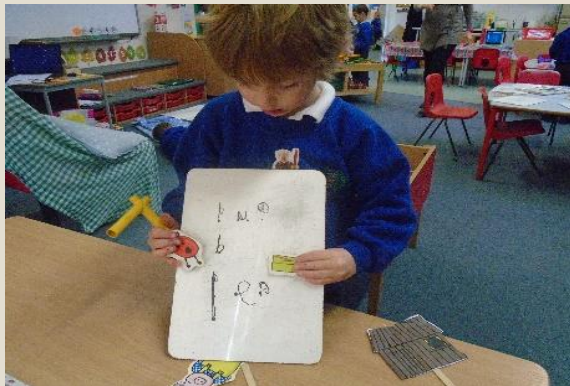


Talk for Writing

- The first and most important skill that children need to be equipped with to be successful writers is the ability to talk. All that writing is, is talk that comes out of the end of their pencil rather than their mouth. So, if you cannot talk it, you cannot write it (unless you are copying!). Often too much time is spent on the 'how' of writing and not nearly enough time on the 'what'. Children need lots and lots of opportunities to talk and to experience that talk in a variety of ways. The more talk that they can engage in, then the more language they will come across. The more familiar language that they have in their heads, the more diverse their writing will be.
- To write a sentence the children must first 'Say a sentence'.
- A good understanding of language is essential for good learning to take place in all aspects of the curriculum and life in general, which is why we place so much emphasis on the development of communication

Writing

- **By the end of Year R the expectation is that...**
- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

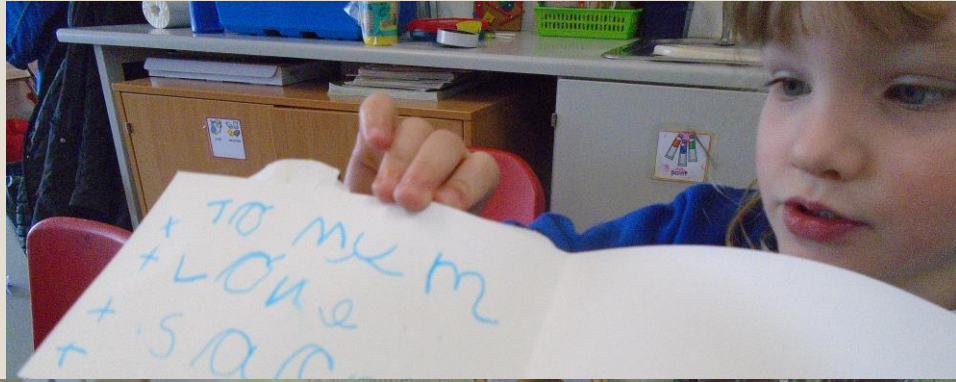


Children begin writing by making marks and ascribing meaning to them. Gradually, as children's phonic knowledge progresses, marks become letters and as they learn how to hear sounds and segment sounds in words, they progress to writing simple words.



What does writing in Year R look like?

The **physical skill** of writing is part of the **Physical Development strand** of the EYFS, which aims to strengthen children's fine and gross motor skills and coordination. This is an important skill in the development of early writing, so writing in reception can take many forms- play dough, large and small brushes, plastic tweezers, fairy wands, light sabers and sticks are some of the interesting materials children use in Reception to help develop those important muscles and skills which will eventually give them the physical dexterity to hold pencils and pens.



Ways to encourage writing in school

In Year R children are encouraged to write for a purpose during child initiated time (play). Role play areas, letters, name cards, captions, magnetic tiles, labels and filling in pretend forms are all examples of when children might choose to write.

When children are ready, they will begin to learn how to form letter shapes. First they will use big movements to produce letter patterns, following the same starting point. As the children become more skilled at this they will be shown how these pattern families can be translated into individual letters.

Children can also make simple words using pebbles with letters on or magnetic letter tiles.

Encourage writing at home by

- Writing cards/ postcards
- Drawing pictures
- Making labels/signposts
- Pretend shopping lists
- Making patterns in sand/mud/shaving foam
- Seeing you write/ fill in forms etc

Writing in Year 1

N.C. Expectations

- Say out loud what they are going to write about. Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read their writing aloud clearly enough to be heard by their peers and the teacher.
- Leave spaces between words
- Join words and clauses using "and"
- Spell and use words ending in the suffixes es,ed,ing,er and est correctly
- Sentence demarcation (. ! ?) Capital letters for names and pronoun 'I'.
- Understand the terms 'singular' and 'plural'
- Spell days of the week and common exception words
- Write each of the 40+ phonemes taught in Year R and 1 and use them in context

Writing activity examples Yr1

Make lists

Rehearsing simple sentences orally and begin to build them with word cards, then write them

Pointing to and counting number of words in a sentence

Imitate known stories and use them as a model for their writing, making little books

Writing instructions- i.e. for cooking

Playing rhyming games and making simple rhymes and riddles

Writing letters to book characters

Making posters and fact sheets for topic work

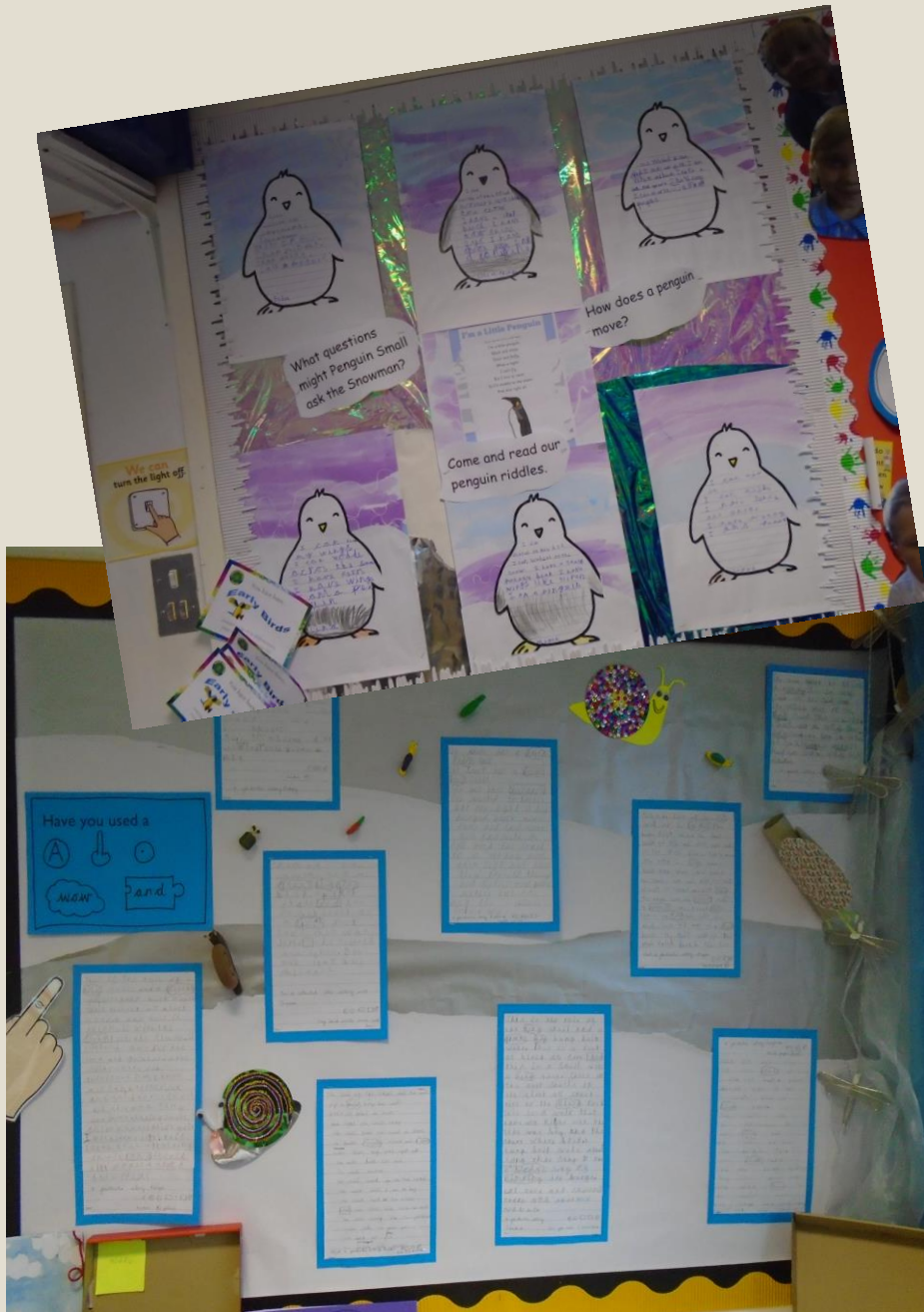
Captions and labels for pictures and models

Diary writing

Treasure box- children ask questions – Is it shiny? Is it soft? etc

Children write in all different ways every day during their English lesson and in other areas of the curriculum.

In addition the children take part in daily phonic lessons, spelling and handwriting.



Writing in Year 2

N.C. Expectations

Transcription (spelling)

- Learn new ways of spelling phonemes for which 1 or more spellings are already known
- Spell common exception words
- Distinguish between homophones and near homophones
- Use the possessive apostrophe (singular)
- Spell contracted forms of words- i.e. can't
- Spell words with suffixes *ness, ful, ment, less, ly*



Vocabulary, Grammar and Punctuation

- Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Noun, verb, adjective, adverb, noun phrase
- Use and understand past and present tense
- Understand the difference between a statement, question, exclamation and command

- Use **subordination** (using **when, if, that, or because**)
i.e. **When he needed some milk**, the man went to the shop

- Use **coordination** (using **or, and, but**)
i.e. John went out to play **and** he took his football.

- Use expanded noun phrases to describe and specify
- i.e. The cascading waterfall.



Composition

- Write narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- writing poetry
- write for different purposes
- Plan or saying out loud what they are going to write about



Edit their writing by:

- Evaluating their writing with the teacher and other pupils
- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,
- Proofread to check for errors in spelling, grammar and punctuation
- Read aloud what they have written with appropriate intonation to make the meaning clear

Support your child with writing at home by...

- **Practise phonics – daily- if possible**
- **Play games to encourage them to segment words into sounds i.e. 'Robot Talk' can you guess the word I am saying?**
- **“Get me a d-i-sh. (Games like this help children to discriminate between sounds-a vital skill for spelling)**
- **Writing thank you notes, greetings cards, invitations**
- **Door signs and posters**
- **Learning favourite stories by heart**
- **Play dough, painting, threading, making patterns with felts, writing in sand/cornflour etc**
- **Collections of old forms from banks/post offices, old cheque books etc for them to fill in when playing**
- **Using magnetic letters/words to make messages**
- **Ask them to write a shopping list for you**
- **Reading stories to them and sharing books**
- **Encourage them to retell stories, using story language- introduce new and exciting vocabulary**
- **Encourage good grammar and sentence structure when they are talking**
- **Diary writing**
- **Junior Scrabble/Boggle type games for more able spellers**
- **Clapping syllables in names and words**
- **Making words out of car number plates**
- **Writing clues for a treasure hunt/ Easter egg hunt**



Let them see you write

Reading

- **By the end of Year R the expectation is that...**
- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.





Reading is about enjoyment-sharing, talking, dreaming, imagining, role play, having fun.

In school we have a wonderful range of beautiful picture books for the children to enjoy.

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context. The ability to blend letter sounds (phonemes) together to read words.



Comprehension

The ability to understand the meaning of the words and sentences in a text. The ability to understand the ideas, information and themes in a text. If a child understands what they hear, they will understand the same information when they read.

Reading in school happens every day

- Phonics lessons
- Shared reading
- R for P

(Reading for Purpose- discrete reading lessons which happen every day)

- Independent reading
- Reading across the curriculum
- Class stories and texts

As children's reading becomes more accurate and fluent, the emphasis is on 'reading for meaning' rather than 'learning to read'.



Reading books and contact books

- In Ks1 children take home a levelled reading book taken from the Reading Band they are working on.
- The Book Band boxes contain a variety of texts, so the children do not get used to reading just one kind of book.
- The Reading Contact/Record book contains a number of helpful tips as well as the national word lists for children in each year.
- It is helpful for your child's teacher if you could sign and date the record book each time you read together, so she can get some idea of how often the children are reading at home.
- In addition every child has access to a huge variety of books from the school library, which is continuously being updated with new books. These are free choice books, so may well be above (or below) your child's reading ability. We try to encourage children in KS1 towards the lovely range of picture books we have.

Reading at home

- **Reading to your child is probably the most important thing you can do to help your child in all areas of Literacy.**
- Reading at home should always **be fun** and **regular** (Little and often is far better than half an hour on in one go.)
- Look at the cover – Who wrote the book? What might it be about?
- Talk about the pictures and the story- guess what might happen next
- Look for words and print in the environment
- As your child begins to recognise letters and sounds encourage them to blend in order to read simple words- but don't let them struggle, or get cross if they do not get it right – just tell them the word and move on.
- Sometimes children can guess the word using the first letter and context of the sentence
- Never put pressure on your child to read. Read to them, letting them join in , or stop at key points so they can fill in the word.
- Point to the print as you are sharing books, so they get the idea that print reads from left to right and carries meaning
- More fluent readers can begin to use expression
- Ask questions about the characters and events in the story- why did that happen? How do you think ,,,,,, is feeling?
- Ask your child to tell you what has happened so far.
- Do they know what all the words mean? Check their understanding- Why do you think the author used the word 'massive' instead of 'big'?
- Let your child see you reading.

You're never too young to start

Polar Bear, Polar Bear

<https://www.youtube.com/watch?v=qU97IXT8MIs>