



ENGLISH NEWSLETTER

ST BEDE'S PRIMARY
SCHOOL



AUTUMN TERM 2

OUR AIMS

At St Bede's, we aim to support your child with their reading and writing. we encourage you to read with your child everyday to ensure they are exposed to a wide range of vocabulary. at st bedes we teach them skills to compose independent pieces of work. The children have impressed their teachers with their efforts this half term!

OUR CURRICULUM THIS TERM

KS1	KS1 have been writing a story based on a familiar setting such as a park, the shops or at home.
LKS2	LKS2 have been writing a non-chronological report on Santa Clause.
UKS2	UKS2 have been writing a third person perspective on another culture; the Vikings!

WHAT HAS BEEN GOING ON?

Our St Bede's writers and readers are off to a fantastic start!

The children at St Bede's are off to a brilliant start with their reading and writing. In Early Years, the children are working on their phonics and letter formation. These foundational skills support lifelong learning for academic success and lifelong learning.

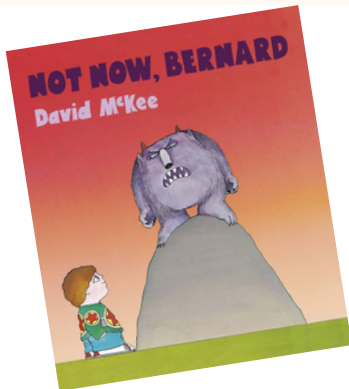
Across the rest of the school, pupils are building their vocabulary and structuring their writing. There is a big focus on oracy in English and how important it is to say your sentence before writing it.

Each term, this newsletter will highlight a different English topic the pupils are working on. They will practice the skills and plan for each independent write. The pupils will focus on writing for different purposes and audiences. For example, the pupils will be writing stories, letters, poems and more!



Drawing Club in EYFS

Drawing Club is an early years literacy and creativity approach designed to spark children's imagination and support their development in reading, writing, and storytelling. Created by educator Greg Bottrill, it blends high-quality texts with drawing and playful exploration. Each session begins with a story, where children look at the cover, discuss the title, and make predictions before exploring the plot. They then draw characters, settings, or scenes, and are encouraged to transform them through imaginative twists—such as giving a character superpowers or changing the setting with a “magic button.” This process not only strengthens fine motor skills and early writing but also enriches vocabulary and builds confidence. At its heart, Drawing Club reframes literacy as a joyful adventure, helping children see writing and drawing as magical and purposeful. While most often used in Reception, it can be adapted for younger children in Nursery or even as an intervention for older pupils, making it a flexible and engaging way to nurture creativity and language development.



THE ADVENTURE OF BOOKS NOT NOW BERNARD BY DAVID MCKEE

GET-UP-STAND-UP VOCABULARY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
EVERY DAY: GOBBLE DESTROY IGNORE FIERCESOME CHOMP LEAKING SPLATTER ASTONISHED	ADULT INPUT + DRAWING CLUB				
	CHARACTER	SETTING	ADVENTURE TIME – I WONDER...?		
	A MONSTER TO EAT MUM AND DAD	BERNARD'S HOUSE	WHAT WILL THE MONSTER EAT TO TAKE AWAY THE TASTE OF BERNARD?	WHERE DID THE MONSTER COME FROM?	HOW CAN MUM AND DAD GET THE MONSTER OUT OF THE HOUSE?


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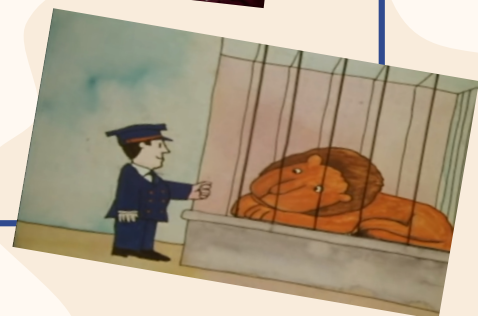
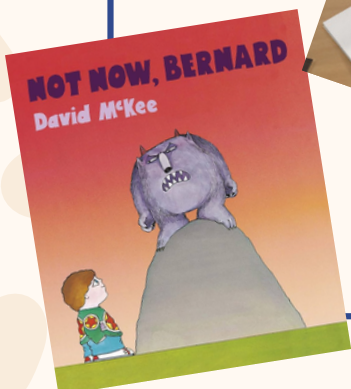
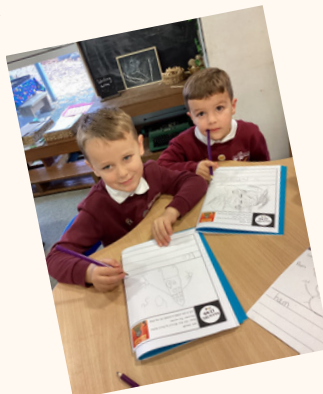
EARLY YEARS FOCUS



In **Nursery**, the children have been taking part in Drawing Club, a special time where stories come alive through art and imagination. Drawing Club gives children the chance to explore books in a playful way, combining drawing, mark-making, and storytelling to build their language and creative skills. It is a space where they can step into the world of a story, take on different roles, and invent their own ideas.

In **Reception**, we have already completed Drawing Club journeys with three wonderful texts: *Not Now, Bernard*, which sparked discussions about emotions, attention, and the playful idea of monsters; *Billy Goats Gruff*, which encouraged children to retell and reinvent the classic tale of bravery and problem-solving; and *Mr Benn's Zookeeper*, which opened up imaginative adventures where children stepped into Mr Benn's shoes and explored life as a zookeeper.

Overall, Drawing Club has given Reception and Nursery children a rich foundation to build imaginative worlds, experiment with language, and enjoy storytelling as active participants. They are not only developing their artistic skills but also strengthening comprehension, creativity, and early literacy in a way that feels playful and engaging.



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AUTUMN TERM 2

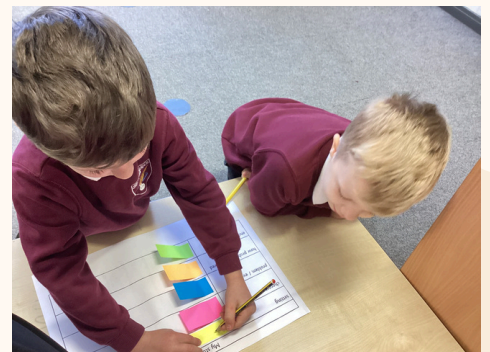
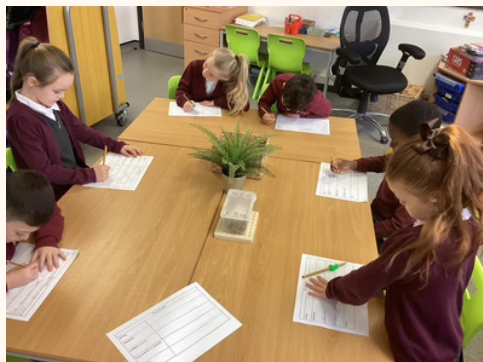


KS1 FOCUS



KS1 children have been developing their story writing skills by focusing on familiar settings. They began by exploring places they know well, such as home, school, the park, or the shops, and discussed the characters and events that might take place there. Using these ideas, the children planned simple story structures with a beginning, middle, and end, thinking carefully about how to describe the setting and what might happen in it. They practised using descriptive language to bring their settings to life, adding detail about sights, sounds, and feelings to make their writing more interesting. Through shared writing and independent tasks, the children created short stories that reflected their own experiences, showing how everyday places can become the backdrop for imaginative storytelling.

KS1																
Autumn																
Reading	Beegu (Block 1) & Where the Wild Things Are (Block 2 and 3)								27/10 Half Term	The Storm Whale (Block 4) & The Lion Inside (Block 15) & The Boy who Cried Wolf						
Week Beginnin g	2/9	9/9	16/9	23/9	30/9	7/10	14/10	21/10		4/11	11/11	18/11	25/11	2/12	9/12	16/12
Writing	Strong Start		Poetry (pattern and rhyme) 1 week		Setting descriptions 2 weeks		Instructional writing 2 weeks			Phonic a Week		Stories with familiar settings 3 weeks		Stories with familiar settings 2 weeks		Poetry: playing with language 1 week



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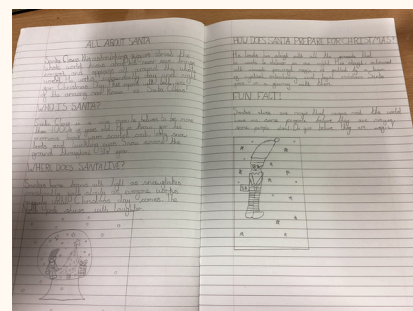
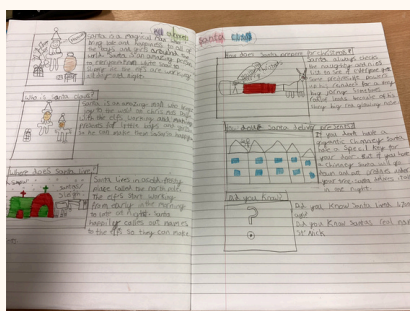
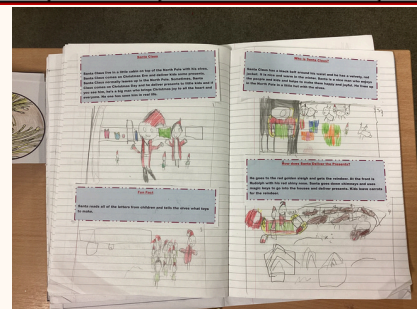
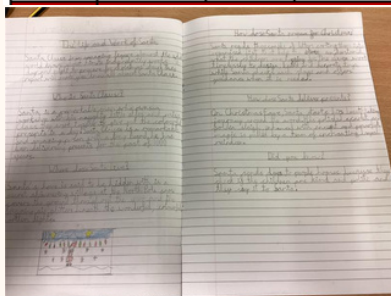


AUTUMN TERM 2

LKS2 FOCUS

Children in LKS2 have been practising their non-chronological report writing skills by focusing on the topic of Santa Claus. They explored how reports are structured, using headings, subheadings, and factual paragraphs to organise information clearly. Pupils researched and wrote about different aspects of Santa, such as his appearance, where he lives, his reindeer, and the traditions linked to him. This activity helped them to develop their ability to present information in a formal style, while also making their reports engaging and informative.

LKS2																
Autumn																
Reading	Greta and the Giants (Block 1) & The Pebble In My Pocket (Block 2 and 3)								27/10 Half Term	Leon and the Place Between (Block 4 & 5) & 'Twas the Night Before Christmas (Block 6)						
Week Beginnin g	1/9	8/9	15/9	22/9	29/9	6/10	13/10	20/10		3/11	10/11	17/11	16/11	1/12	8/12	15/12
Writing	Strong Start		Poetry on a theme (emotions) 1 week	First person narrative descriptions 2 weeks		Non-chronological reports 3 weeks				Formal letters to complain 2 weeks		Performance poetry (inc. poetry from other cultures) 1 week		Dialogue through narrative (historical stories) 3 weeks		Review Week



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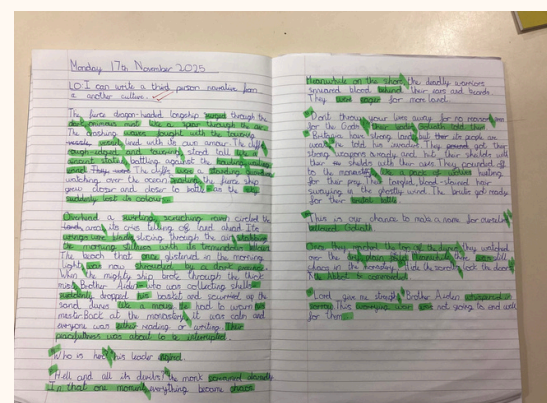
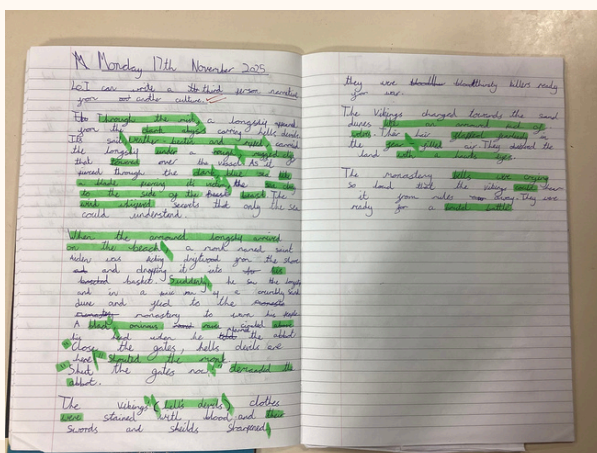


AUTUMN TERM 2

UKS2 FOCUS

In UKS2, pupils have been developing their skills in writing from a third-person perspective. As part of this work, they explored the fascinating world of Viking culture. Children researched aspects of Viking life, including daily routines, traditions, and voyages, before crafting their own pieces of writing that described these experiences as if observing them from the outside. This activity not only strengthened their ability to write in third person but also deepened their understanding of how people lived in a different time and culture.

UKS2 Autumn																
Reading	Shackleton's Journey (Block 1, 2, 3)								27/10 Half Term	Secrets of a Sun King & If (Block 4, 5 and 6)						
Week Beginning	1/9	8/9	15/9	22/9	29/9	6/10	13/10	20/10		3/11	10/11	17/11	24/11	1/12	8/12	15/12
Writing	Strong Start		Formal letters of application 2 weeks		Third person stories set in another culture 3 weeks			Poems which explore form 1 week		Dialogue in narrative (first person myths and legends) 3 weeks			Balanced argument 2 weeks		Poems that use word play 1 week	Review Week



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KS1 AND EYFS'S STAY AND READ!

Our recent Stay and Read session was a wonderful opportunity for children in KS1 and EYFS to share their love of reading with their families. Parents joined their children in the classroom to enjoy stories together and take part in a range of reading-related activities. From exploring picture books to engaging in phonics games and comprehension tasks, the event encouraged children to see reading as fun and collaborative. It was fantastic to see parents and children working side by side, building confidence and enthusiasm for reading in a supportive and joyful environment.



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AUTUMN TERM 2

ENGLISH AT HOME

A friendly reminder to all families: spending time reading with your child at home and regularly practising spellings can make a huge impact on their progress. Shared reading helps build vocabulary, fluency, and a love for stories, while spelling practice boosts confidence and accuracy in writing. Just a few minutes each day can make all the difference—thank you for supporting your child's learning journey!

Below are some useful tips to help support your child's reading and writing at home:

- <https://literacytrust.org.uk/parents-and-families/>
- <https://app.sooperbooks.com/>
- <https://home.oxfordowl.co.uk/reading/reading-at-home/>

TOP TIPS FOR DEVELOPING YOUNG READERS AT HOME

Turn on the subtitles on the TV, laptop etc.



Research shows that the more children hear a sound and see the word written, the faster they learn to read.

Model reading for pleasure.



Children mimic the adults around them. Read for pleasure and model the enjoyment of reading to children.

Make time for reading.



Create a routine that works for you and try to stick to it. Before bed, after dinner... just read, and regularly!

Read with prosody.



Bring the story to life for your children: vary your speed, expression and 'always' do the voices!

ACCELERATED READER AND READING PLUS

A gentle reminder to all parents and pupils: regular use of Reading Plus and Accelerated Reader at home can make a big difference in boosting reading fluency, comprehension, and confidence. Just 20 minutes a day can help reinforce the skills we're building in school and foster a lifelong love of reading.

reading  plus



Accelerated
Reader