



ENGLISH NEWSLETTER

ST BEDE'S PRIMARY
SCHOOL



SPRING 1

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 Bede's 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

EYFS	EYFS have been working so hard in their Drawing Club lessons. They have been learning all about Space. They have created their own alien and wrote sentences describing their alien.
KS1	The children have been practising their common exception words through a hands-on "tricky word bouquet" activity.
LKS2	LKS2 have been writing up their third person narratives by candlelight.
UKS2	Y6 worked together to generate specific, genre-focused elements to include in their next piece of writing: informal letters from the trenches.

Our St Bede's writers are continuing to blow us away with their work!

The children at St Bede's are continuing to excel 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.

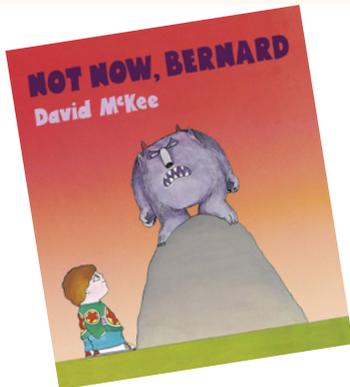
Across the rest of the school, pupils are building their vocabulary and structuring their writing. There is a big focus on oracy in English and how important it is to say your sentence before writing it.

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?

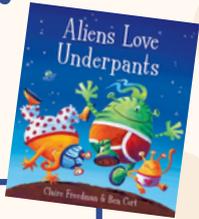


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EARLY YEARS FOCUS

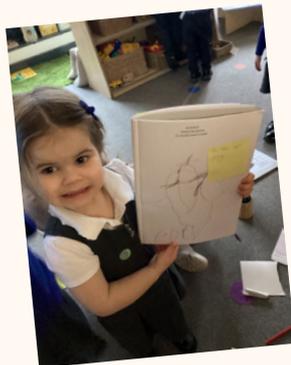
In **Nursery**, the children have completed their drawing club using an episode of Wacky Races, which sparked excitement, laughter, imagination as the children created their own characters, vehicles and race adventures inspired by the show. We have been so impressed by the vocabulary the children have used. The Nursery children loved retelling the story *We're Going on a Bear Hunt* and creating their own bear and encouraging healthy eating by drawing some vegetables for the story *Supertato*!



In **Reception**, we have already completed Drawing Club journeys with two wonderful texts this half term: *Whatever Next!*, which inspired rich conversations about imagination, adventure, and exploring the world beyond bedtime and *Aliens Love Underpants*, which brought playful excitement as children explored silly alien antics and created their own humorous, imaginative stories.

Across these journeys, children are now writing more detailed sentences, adding richer ideas to their drawings and stories, and beginning to apply their phonics independently. They are segmenting and spelling with growing confidence, choosing sounds they know, and showing increasing pride in writing that is both creative and decodable.

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.

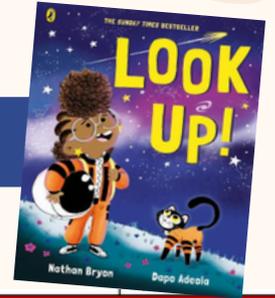


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KS1 FOCUS

Spring													
Reading	The Tale of Peter Rabbit (Block 7 and 8) & Look Up! (Block 9)						16/2 Half Term	Here We Are (Block 10 and 11) & The Proudest Blue (Block 18)					
Week Beginning	5/1	12/1	19/1	26/1	2/2	9/2		23/2	2/3	9/3	16/3	23/3	30/3
Writing	Optional Re-focus on key skills	Recount from personal experience 2 weeks		Informal letters 2 weeks		Explanatory texts 2 weeks		Stories with familiar settings 3 weeks		Recount from personal experience 2 weeks		Phonics week	

In provision this week, the children have been practising their common exception words through a hands-on “tricky word bouquet” activity. This invited them to select flower-shaped word cards, read each tricky word aloud, and then place it into their own bouquet. Many children chose to challenge themselves by picking unfamiliar or more complex words, showing growing confidence and independence in recognising these high-frequency exceptions.



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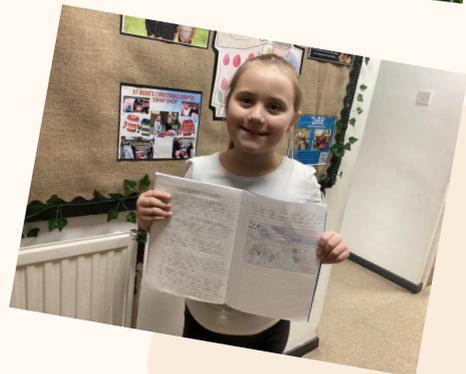
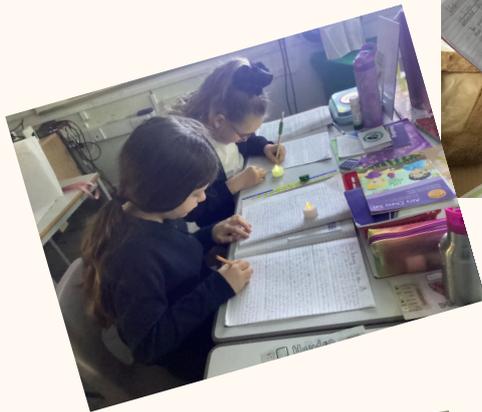


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LKS2 FOCUS

LKS2 have been writing their third-person narratives by candlelight, creating an atmospheric setting to help them imagine life from their character's perspective. They focussed on maintaining a consistent third-person viewpoint throughout their stories, carefully choosing pronouns and descriptions that kept the narrator outside the action. To enrich their writing, they experimented with a wide range of expanded noun phrases, adding vivid detail to setting, characters, and key moments so their narratives felt more immersive and engaging.

		Spring											
Reading	Sam Wu is Not Afraid of the Dark & My Shadow (Block 7, 8 and 9)						16/2 Half Term	Operation Gadgetman (Block 10, 11 and 12)					
Week Beginning	5/1	12/1	19/1	26/1	2/2	9/2		23/2	2/3	9/3	16/3	23/3	30/3
Writing	Third person narrative (animal stories) 3 weeks			Non-chronological reports 3 weeks				Advanced instructional writing 2 weeks	Performance poetry (inc. poetry from other cultures) Enrichment 1 week		First person narrative descriptions 2 weeks		Review Week

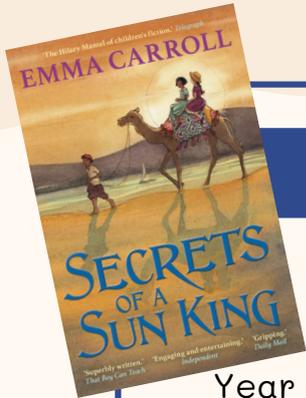


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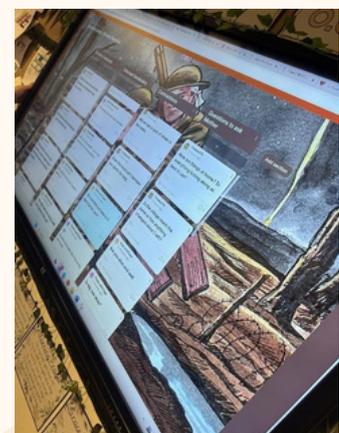
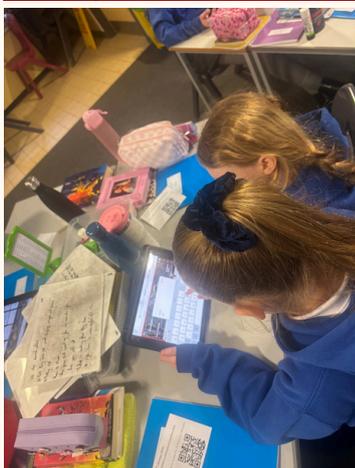
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UKS2 FOCUS

Year 6 engaged in a highly collaborative learning session alongside Miss Howard and Miss Cuff, making effective use of Padlet as a digital platform to organise and refine their ideas. The class worked systematically to identify and generate the key genre-specific features required for their upcoming writing task: informal letters composed from the perspective of soldiers in the trenches. Through thoughtful discussion and collective analysis, pupils explored appropriate language choices, historical context, emotional nuance, and structural conventions to ensure authenticity and depth in their writing. The quality of contributions demonstrated a mature understanding of the genre and an impressive level of shared responsibility for the learning process.

Spring													
Reading	A Midsummer Night's Dream & I Am Not A Label (Block 7, 8 and 9)						16/2 Half Term	Boy in the Tower (Blocks 10, 11 and 12)					
Week Beginning	5/1	12/1	19/1	26/1	2/2	9/2		23/2	2/3	9/3	16/3	23/3	30/3
Writing	Optional Re-focus on key skills	Third person stories set in another culture 3 weeks			Playscripts (Shakespeare retelling) 2 weeks			Formal letters of application 2 weeks	Biography 3 weeks			Poems that use word play Enrichment 1 week	



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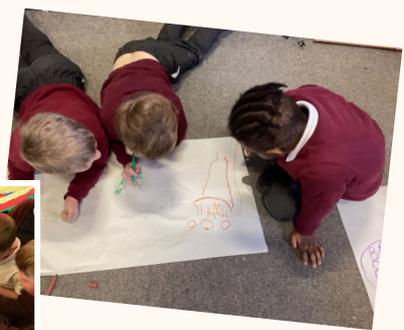
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NATIONAL YEAR OF READING 2026

National Reading Week brought a real buzz to St Bedes as everyone immersed themselves in stories, language, and performance. Classes spent time exploring a wide range of books, sharing favourite extracts, and discussing what makes a story memorable. Pupils also created their own poems and songs, experiments with rhythm, rhyme, and word choice to express ideas in a creative way. The week ended with performances where children proudly shared their work with their peers, celebrating both their confidence and their growing love of reading.





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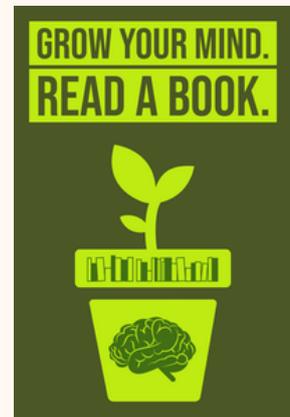
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ENGLISH AT HOME

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/>



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



**National
Literacy
Trust**

Soundtrack Your Story

Playful storytelling at home
(KS1 or 2)

National Storytelling Week

Change your story

Creating stories together can be fun and relaxing. Making up stories using your imagination, things you see around you, and your memories helps develop language skills. Try creating your own sound-story with the activities below - there's no right or wrong way!

Collecting everyday sounds

When you are next outside, perhaps walking to school or in the park, try noticing (and maybe recording) some of the sounds you hear around you. You might hear dogs barking, a train in the distance or footsteps crunching. Try making the sounds with your own voices too.

When you get home, pick the sounds you like best and imagine what could be happening in a story with those sounds. Who or what is making the noise? Where is it happening?

How does the sound fit into your story world: is it a clue, a warning or part of an adventure?

Tell or write your story.

In partnership with

**GO
ALL
IN.**

National
Year of
Reading
2026

Storytelling games to play at home

Try out these storytelling games at home with a family member or friend.

ABC story-making

Create a story together from thin air! You'll need two or more players. One person starts with a sentence beginning with "A," the next continues with a sentence starting with "B," and so on through the alphabet. Take turns adding sentences to see where your story goes.

Now, bring your story to life with sound. Can you add a rhythm, sound effect or background beat to match what is happening? Let the words become the soundtrack to your imagination!

Storytelling with real stories

Ask a friend or family member to tell you a story about their life. Prompt with questions, e.g., "What was the naughtiest thing you did when you were a child?" or "What is the funniest thing that's happened to you?" Then, tell the story to someone else, adding extra bits to make it more dramatic.

As you retell the story, think about the sounds that would go with it - laughter, footsteps, music from the time or even a dramatic drum roll. Think about the activity where you heard sounds on your walk and collected your own sound library. Use the sounds in your made-up tale to make the memory sing!

Story-making with objects

Collect 6–8 random small objects in a box or bag. You can use anything - a teddy, a coin or a fork. Take it in turns to pick an object without looking and use it to make up a story together. For example, if you take out a teddy, you could say, "Once upon a time, there was a tiny bear who..." Then, take out another object and decide what happens next: "Once upon a time, there was a tiny bear who found a shiny, gold coin. He picked it up and..." Build a story using all the objects.

As each object appears, think about what it sounds like in real-life, or what it might sound like in your imagination. Could the teddy hum a tune or could you say "mmmm" as if you're enjoying food when you pick up your fork? Layer these sounds to create the perfect soundtrack to your story.

Tips for storytelling at home



Storytelling together is a great way to support your child's early speech, language and communication skills.

We've been learning about storytelling and making up stories about bugs. You can continue these stories at home or make up your own. Try to find little moments throughout your day to share and tell stories together.



Turn your journey home into a story. Ask your child to point out things they notice. Talk about them together, and maybe make a story about them. ***"I see a slug on it's way to..." "The spider is hiding ..."***

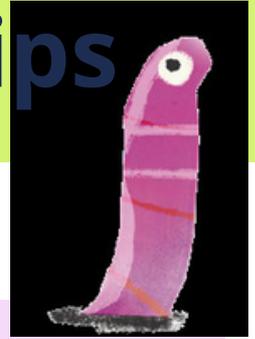


Join the library. It's free! You can visit together to look at and borrow books, or join a story and rhyme session, or author event.



Share a story. Try to find a little time every day to look at books or tell stories together. When you read their favourites, it makes it easier for children to join in and get involved with the story telling. Children love reading the same book again, and again.

More storytelling tips



Watch this video together, of author Simon Mole, with Gecko, performing their bug songs and poetry.

Now you've watched the video, why not try creating your own stories about bugs together? Here are some ideas to get you started:

Create your own characters. Ask children to draw or build their own bugs (try using pens, bricks or playdough). Have a chat about what their bugs might look like. Ask your child about their shape, colour, or whether they have a superpower.

Go on a bug hunt. Search for bugs together, in the garden or at the park. Look under rocks, piles of leaves and sticks. Try making up a bugstory together, encourage your child to help: ***"Tell me about its friends..." "Tell me about where it lives..."***

Learn about bugs. Visit the library to borrow a book about bugs or have a look online together. They might inspire you to make stories, drawings, or even some wriggly movement!



Storytelling supports your child's language development, and builds key skills for reading and writing. Find more storytelling tips here:

[wordsforlife.org.uk /activities/tel ling-stories-at-home](https://www.wordsforlife.org.uk/activities/tel-ling-stories-at-home)

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