



ENGLISH NEWSLETTER

ST BEDE'S PRIMARY
SCHOOL



SPRING 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

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!

World Book Day!



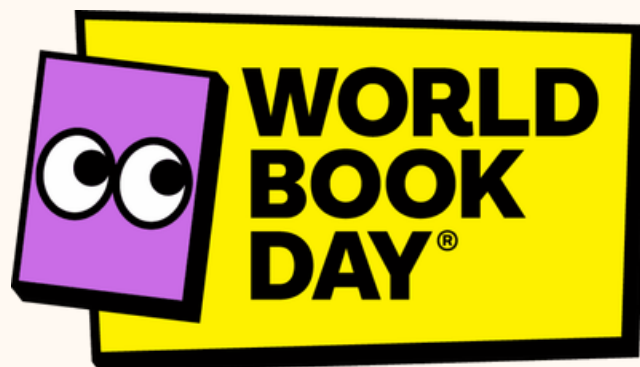
At St Bedes, the children had a wonderful time celebrating World Book Day! We spent the day. The whole school had a wonderful time celebrating World Book Day, filling the week with excitement, creativity, and a love of reading.

Each class took part in a range of activities inspired by their favourite books, from retelling stories and exploring new characters to acting out scenes and creating their own imaginative adventures. The children produced some fantastic book-themed artwork, proudly showcasing illustrations of beloved characters, magical settings, and even their own story ideas.

There was a real buzz around school as the children arrived dressed in their brilliant costumes. From classic storybook heroes to imaginative homemade creations, the costume competition was full of colour and character, making it incredibly difficult to choose winners! The effort, enthusiasm, and creativity from families and children alike were truly wonderful to see.

Alongside this, the whole school took part in a series of crazy reading challenges, encouraging everyone to enjoy books in fun and unusual ways. Children were spotted reading in wacky places, sharing stories with friends, and finding the most inventive ways to celebrate reading. These challenges helped spark conversations, build confidence, and inspire even our most reluctant readers to get involved.

It was a fantastic celebration of stories, imagination, and the joy of reading—one that the children will remember for a long time!



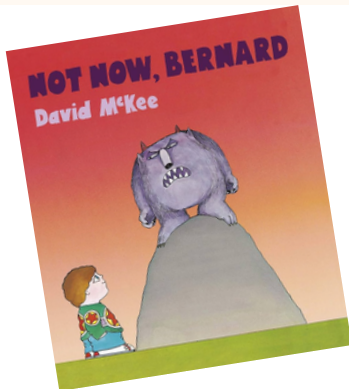


Drawing Club in EYFS

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

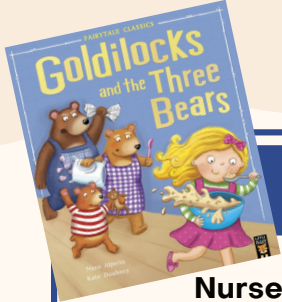
GET-UP-STAND-UP VOCABULARY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
EVERY DAY: GOBBLE DESTROY IGNORE FIERCESOME CHOMP LEAKING SPLATTER ASTONISHED	ADULT INPUT + DRAWING CLUB				
	CHARACTER	SETTING	ADVENTURE TIME – I WONDER...?		
	A MONSTER TO EAT MUM AND DAD	BERNARD’S HOUSE	WHAT WILL THE MONSTER EAT TO 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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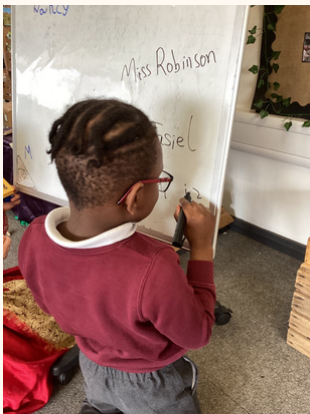
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EARLY YEARS FOCUS

Nursery have been working wonderfully on learning to write their names. The children have been taking part in our daily Dough Disco sessions, which help strengthen the muscles in their hands and fingers—perfect preparation for developing a steady pencil grip. Alongside this, they have been practising forming the letters in their names, taking their time to recognise each one and learning how to write them with increasing control. It has been lovely to see their confidence grow as they begin their early writing journey.

In **Reception**, the children are working hard dictating sentences. They are applying their phonics in their writing and remembering capital letters, finger spaces and full stops. The Reception teachers are so impressed with their letter formation. Keep it up Reception!



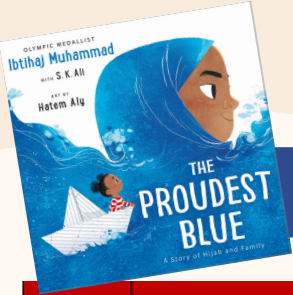


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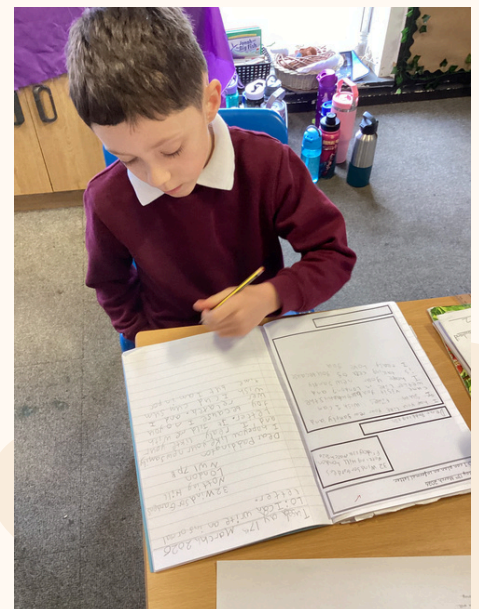
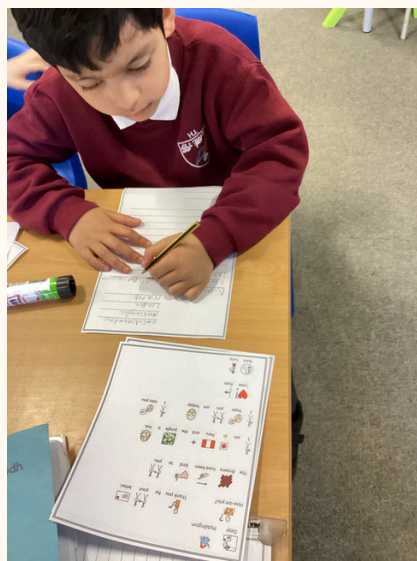
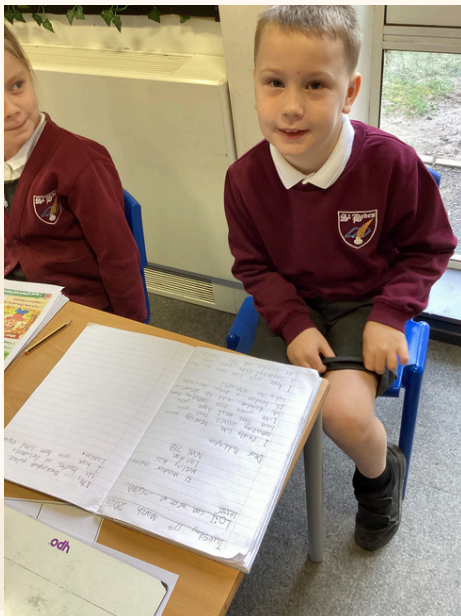
KS1 FOCUS

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

KS1 have rounded off their unit on informal letters with a lovely piece of writing: a thoughtful letter to Paddington from Aunt Lucy. The children planned their ideas carefully, thought about who they were writing to and why, and rehearsed their sentences aloud before putting pencil to paper.

They worked hard to include the key features of an informal letter, using "I," questions, expanded noun phrases, and a mix of co-ordinating and subordinating conjunctions to add detail. We were also delighted to see everyone remembering their capital letters, full stops, and finger spaces.

The finished letters were warm, imaginative, and full of character. A brilliant end to the unit.



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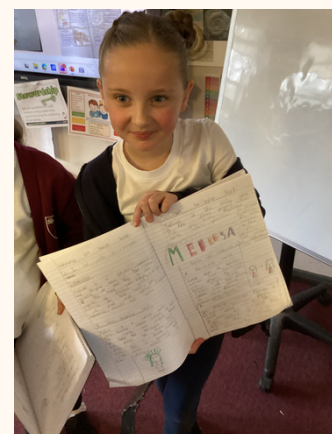
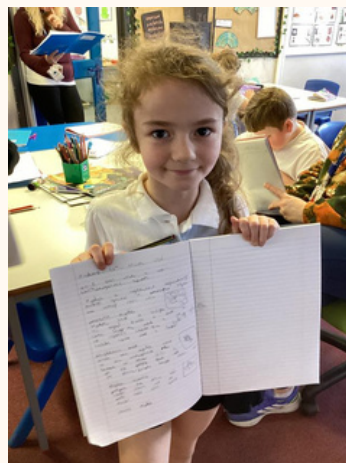
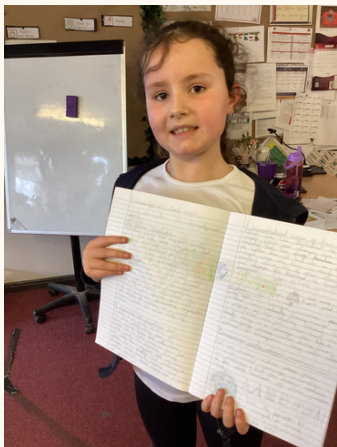
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LKS2 FOCUS



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

In Lower Key Stage 2, the children developed their skills in organising information and presenting it clearly in non-fiction writing. When pupils wrote a non-chronological report about Medusa, they demonstrated their understanding of how to structure information about a mythical figure as though it were factual. They began by creating an effective title, introduction, subheadings, labelled images and formal language.



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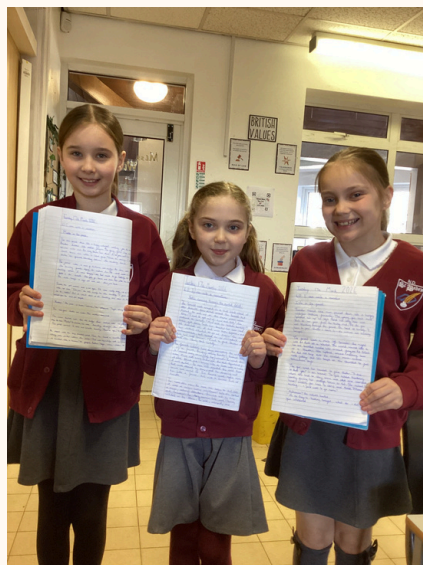


UKS2 FOCUS

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	

The UKS2 children have been diving into the world of imaginative storytelling using the model text, Addi in the Forest, as their inspiration. They have been exploring how authors use dialogue, descriptive language and precise punctuation to build atmosphere and bring characters to life.

With these skills in their writing “toolbox,” the children have planned and written their very own narrative pieces—each one unique, vivid and bursting with creativity. We are incredibly proud of the effort, imagination and focus they have shown.



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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



Accelerated
Reader