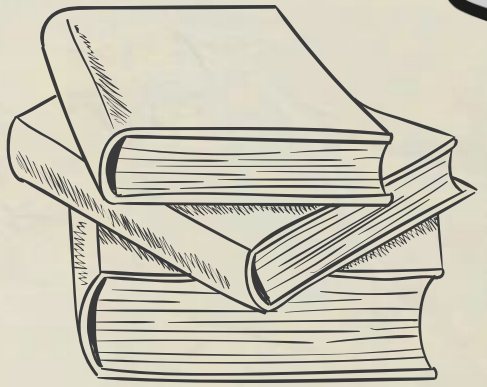
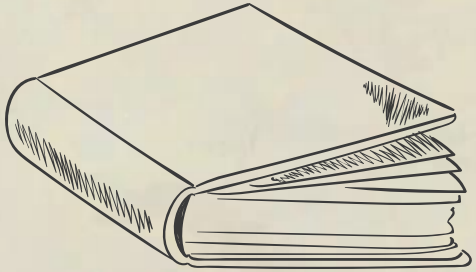
English Curriculum

Reading and Writing at St. Ursula's





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01

Subject Vision

Our vision for English at St. Ursula's Catholic Primary School

English Vision

At St. Ursula's, we believe English is at the heart of learning. Our vision is for every child to become a confident reader, writer, speaker, and listener.

We foster a love of reading by immersing pupils in high-quality texts that inspire curiosity, imagination, and empathy. Our vision is to inspire children to read for pleasure and enjoyment. We want our children to be confident readers with a thirst for knowledge who have good independent thinking skills and can develop their own interests through reading. Our aim is to provide an environment that encourages children to ask questions and explore the world around through adventure, story and language.

Through discussion, performance, and debate, we promote strong oracy skills so that children leave St. Ursula's able to express themselves, understand others, and engage fully in the world around them.

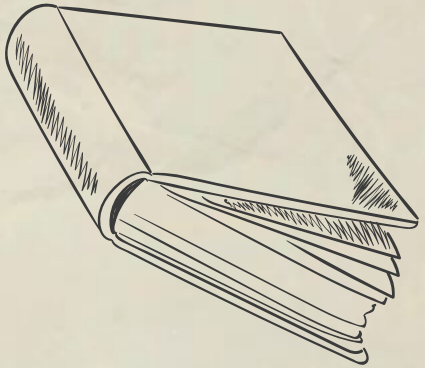
We want our children to enjoy developing skills in a wide variety of writing genres. We aim to do this through the use of high quality texts, imaginative and varied cross curricular planning and teaching to bring the experience to life for the children. As a school we want to encourage children to write about the world they know and the wider the world they have yet to discover.

Importance of Reading

Key benefits of reading in primary school include:

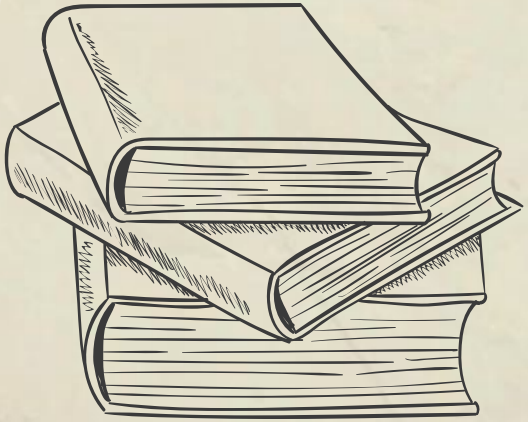
- **Academic Achievement:** Reading is the "gateway to learning" and critical for understanding all subjects, not just English.
- **Language and Cognitive Development:** It exposes children to new vocabulary, grammar structures, and improves communication skills.
- **Empathy and Emotional Intelligence:** Engaging with stories helps children understand different perspectives, cultures, and emotions.
- **Imagination and Creativity:** It allows children to explore new worlds, strengthening their ability to think creatively.
- **Well-being and Focus:** Regular reading develops concentration and provides a, calming escape, fostering a lifelong love of learning.
- **Future Success:** Children who read for pleasure are more likely to achieve higher results, breaking the link between background and achievement.

02
Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	What do I know about myself? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	What do we celebrate? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	What animals do I know? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	What grows around me? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	Who helps us? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	How do we travel? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)
Reception (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	What do I know about myself? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	Winter (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	Animals in Different Countries (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	Who are the famous characters in my books? Spring Babies (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	What can I do with water? What can I do at the Seaside? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)	Dinosaurs vs Minibeasts. Who can I ask for help? (Fiction, Non-Fiction and Poetry texts will be taught in relation to the topic)
Year 1	Our class is a family by Shannon Olsen Three Little Pigs – A Traditional Tale The Gingerbread Man – A Traditional Tale	Dogger by Shirley Hughes Autumn Poems and Riddles	Stick Man by Julia Donaldson Whatever Next by Jill Murphy Man on the Moon by Simon Bartram	Supertato by Sue Hendra Paddington by Michael Bond	Alan's Big Scary Teeth by Jarvis Alligators and Crocodiles.	The Enormous Turnip – A Traditional Tale.
Year 2	Little Red Riding Hood – A Traditional Tale	Toby and the Great Fire of London by Margaret Nash	Amazing Grace by Mary Hoffman Charlie and the Chocolate Factory by Roald Dahl	Lila and the secret of rain by David Conway	Fergal is Fuming by Robert Starling Jack and the Beanstalk – A Traditional Tale	A first book of the sea by Nicola Davies Someone Swallowed Stanley by Sarah Roberts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Aesop's Fables By Michael Morpurgo (Fables/ Traditional Tales)	The Tunnel By Anthony Browne (Fiction) Stone Age Boy By Satoshi Kitamura (Non-Fiction/ Fiction)	The Iron Man By Ted Hughes (Science Fiction)	Cloud Tea Monkeys By Mal Peet & Elspeth Graham (Fiction – Other Cultures)	Greek Myths By Marcia Williams (Myths and Legends)	Empire's End A Roman Story By Leila Rasheed (Historical Fiction)
Year 4	Catkin By Antonia Barber (Fiction - Fairytale)	The Christmasauras By Tom Fletcher (Modern Fiction)	The 1000 Year Old Boy by Ross Welford (Fiction)	I Was There in 1066 by Jim Eldridge (Fiction)	Young Pele: Soccer's First Star By Lesa Cline-Ransome, James E. Ransome (Biography)	Bill's New Frock By Anne Fine (Playscript)
Year 5	Secrets of a Sun King By Emma Carroll (Fiction)	The Highwayman By Alfred Noyes (Narrative Poetry)	Dragon Rider By Cornelia Funke (Fiction – Other Cultures)	Macbeth By Shakespeare (Fiction -Literary Heritage)	There's A Boy In The Girl's Bathroom By Louis Sachar (Modern Fiction)	Journey to Jo'Burg By Beverly Nadoo (Modern Fiction)
Year 6	Kensuke's Kingdom By Michael Morpurgo (Fiction)	Silver Sword By Ian Serraillier (Fiction – Other Cultures)	Refugee Boy By Benjamin Zephaniah (Modern Fiction)	Rain Player By David Wisniewski (Fiction – Other Cultures)	Art That Changed The World By Dk Publishing (Non-Fiction)	Romeo And Juliet By Shakespeare (Fiction - Literary Heritage)



03
Year Group Expectations

Reading

Throughout their time at St Ursula's a love of reading is fostered across the key stages, with vast classroom libraries as well as whole school libraries in each building and a text focussed curriculum the children in St Ursula's are regularly exposed to a wide range of rich and exciting texts.

EYFS

During EYFS pupils are supported to discuss the stories they have heard giving their opinion. Children are encouraged to sequence, retell and role play the stories they have heard to further cement understanding. They are given the opportunity to enjoy rhyming and rhythmic activities whilst showing awareness of rhyme and alliteration. Using songs and nursery rhymes the children are encouraged to recognise rhythm in spoken words. Pupils are enabled to looks at books independently recognising how to handle books carefully and hold books the correct way up turning the pages, knowing that print carries meaning and, in English, is read from left to right and top to bottom.

KS1

In KS1 pupils are encouraged to participate in discussions about what is read to them, whilst taking turns and listening to what others say. Pupils are encouraged to explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves. To develop their understanding pupils are encouraged to discuss the significance of the title and events of the story, making inferences based on what is being said and done by the characters.

KS2

In KS2 pupils are encouraged to evaluate what they have read by predicting what might happen from details stated and implied. They area also taught to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Pupils are encouraged to ask questions to improve their understanding. As they become more confident readers pupils will be able to recommend books that they have read to their peers, giving reasons for their choices. They should be able to participate in discussions about books, building on their own and others' ideas and challenging views courteously providing reasoned justifications for their views.

Writing

EYFS

In EYFS writing begins with the development of children's gross and fine motor skills, through being provided with a wide range of learning opportunities and environments such as messy play, water, sand and playdough children begin to develop the motor skills that will enable them to accurately hold a pencil and begin to make meaningful marks on paper. As this progresses the children will be able to give meaning to the marks they make as they draw, write and paint which will progress to them being able to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Children will use their phonic knowledge to write words in ways which match their spoken sounds and will also write simple sentences which can be read by themselves and others.

KS1

As they progress to KS1 children will be taught to spell words containing each of the 40+ phonemes, segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. They will be enabled to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. With regards to handwriting children will be able to form lower-case letters of the correct size relative to one another and start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Year 1

Working towards the expected standard:

To use their own simple story ideas or retell a familiar story using short, simplistic sentences.
To reread their writing aloud to check that it makes sense.
To use adjectives that have been modelled.
To use simple sentence structures (which may often be repetitive).
Has an awareness of:

- capital letters for names, places, the days of the week and the personal pronoun 'I'.
- finger spaces.
- full stops to end sentences.

To spell some words containing previously taught phonemes and GPCs accurately.
To spell some Y1 common exception words accurately (from English Appendix 1).
To write lower case letters in the correct direction, starting and finishing in the right place.

Working at the expected standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:
To write sentences in order to create short narratives and non-fiction texts.
To use some features of different text types (although these may not be consistent).
To reread their writing to check that it makes sense and make suggested changes.
To use adjectives to describe.
To use simple sentence structures.
To use the joining word (conjunction) 'and' to link ideas and sentences.
Has an awareness of:

- capital letters for names, places, the days of the week and the personal pronoun 'I'.
- finger spaces, full stops to end sentences, question marks and exclamation marks.

To spell most words containing previously taught phonemes and GPCs accurately.
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).
To use -s and -es to form regular plurals correctly.
To use the prefix 'un'.
To add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word).
To write lower case and capital letters in the correct direction, starting and finishing in the right place.
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.

Working at greater depth within the expected standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.
To reread their writing to check that it makes sense and independently make changes.
To use adjectives to describe (sometimes ambitious beyond the year group).
To use simple and compound sentence structures.
To use the joining word (conjunction) 'and' to link ideas and sentences.
Are able to regularly use:

- capital letters for names, places, the days of the week and the personal pronoun 'I'.
- finger spaces.
- full stops to end sentences.
- question marks.
- exclamation marks.

To spell all words containing previously taught phonemes and GPCs accurately.
To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).
To use -s and -es to form regular plurals correctly.
To use the prefix 'un'.
To add the suffixes –ing, -ed, -er and –est to root words.
To spell simple compound words.
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.

Year 2

Working towards the expected standard:

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place

Working at the expected standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- writing about real events, recording these simply and clearly
- demarcating most sentences with capital letters and full stops and with use of question marks.
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but)
- using some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spelling many KS1 common exception words*
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

Working at greater depth within the expected standard:

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:

- making simple additions, revisions and proof-reading corrections to their own writing
- using the full range of punctuation taught at key stage 1 mostly correctly including commas to separate items in a list
- apostrophes to mark singular possession in nouns and contractions
- spelling most common exception words*
- adding suffixes to spell most words correctly in their writing, e.g. –ment, –nes–ful, –less, –ly
- using the diagonal and horizontal strokes needed to join letters in most of their writing

KS2

In KS2 children will be encouraged to spell some words with ‘silent’ letters and continue to distinguish between homophones and other words which are often confused. They will be taught to use further prefixes and suffixes and understand the guidance for adding them. Whilst also being encouraged to use the first 3 or 4 letters of a word to look it up in dictionaries to check it’s spelling and meaning. With regards to composition children will be taught to plan their writing noting and developing initial ideas, drawing on reading and research where necessary. They will be able to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own whilst selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Year 3

Working towards the expected standard:

The pupil can write for a range of purposes and audiences:

- Using spacing between words that reflects the size of the letters
- Demarcating most sentences with capital letters and full stops
- Using present and some past tenses mostly correctly and consistently
- Spelling some common exception words
- Starting to extend sentences with conjunctions such as and, but and because

Working at the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short narrative with setting, characters and plot):

- Organise paragraphs around a theme
- Progressively building a varied and rich vocabulary
- Increasing range of sentence structures
- Producing increasingly consistent and quality handwriting, understanding which letters when adjacent to one another are best left un-joined
- Using present perfect form of verbs in contrast to the past tense
- Use prefixes (super, anti)
- Accurate use of pronouns in sentences
- Using and punctuating direct speech often correctly
- Spelling of words that are often incorrect - eg. library, breathe

Working at greater depth within the expected standard:

The pupil can write for a range of purposes and audiences:

- Accurately organising paragraphs of 3 to 4 sentences around a theme.
- Accurate use of pronouns
- Extended range of sentences, with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use fronted adverbials with commas after them
- Use standard English verb inflections (I did vs I done)
- Indicate possession by using the possessive apostrophe with singular and plural nouns.
- Punctuation for speech is correct within and surrounding the inverted commas
- Increased legibility, consistency and quality of handwriting.

Year 4

Working towards the expected standard:

The pupil can write for a range of purposes and audiences:

- Organise paragraphs around a theme
- Increasing range of sentence structures, including a range of conjunctions
- Produce neat and legible handwriting that is sometimes joined up
- Accurate use of pronouns in sentences
- Use a range of present tense verbs
- Use varied and diverse vocabulary
- Use a range of punctuation, including full stops, capital letters, commas and speech marks.
- Spell high frequency words consistently

Working at the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short narrative that creates exciting and suitable settings, believable an rich characters and more fluid plots):

- Accurately organising paragraphs of 3 to 4 sentences around a theme.
- Accurate use of pronouns
- Extended range of sentences, with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use fronted adverbials with commas after them
- Use standard English verb inflections (I did vs I done)
- Indicate possession by using the possessive apostrophe with singular and plural nouns.
- Punctuation for speech is correct within and surrounding the inverted commas
- Increased legibility, consistency and quality of handwriting.

Working at greater depth within the expected standard:

The pupil can write for a range of purposes and audiences:

- Use commas, brackets, dashes
- Using a choice of vocabulary and grammar to enhance the meaning.
- Ensure correct subject and verb agreement when using singular and plural
- Using capital letters, full stops, commas, question marks, exclamation marks, speech marks, ellipses and apostrophes
- Describe settings, characters and atmosphere
- Use joined up handwriting consistently which is neat and letters are correctly formed
- Consistently organise their paragraphs around a theme.
- Extended range of sentences, with more than one clause by using a wider range of conjunctions, including: when, if, because, although

Year 5

Working towards the expected standard:

The pupil can write for a range of purposes and audiences:

- using paragraphs with increasing accuracy to organise ideas
- include brief descriptions of settings and characters
- using basic connectives to vary length of sentences
- chose verb forms with increasing accuracy
- using capital letters, full stops, question marks, exclamation marks, and begin to include commas for lists and apostrophes for contraction
- spelling most high frequency words correctly* (years 3 and 4)
- spelling common words correctly* (years 5 and 6)
- increasing use joined handwriting and similar size letters.

Working at the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short narrative that creates exciting and suitable settings, believable an rich characters and more fluid plots):

- Using a choice of vocabulary and grammar to enhance the meaning.
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- Use a range of devices to build cohesion within and across paragraphs
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing and choose the appropriate register
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use the perfect form of verbs to mark relationships of time and cause
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Use commas, brackets, dashes

Working at greater depth within the expected standard:

The pupil can write for a range of purposes and audiences:

- Creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Year 6

Working towards the expected standard:

The pupil can write for a range of purposes and audiences:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.

Working at the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short narrative that creates exciting and suitable settings, believable an rich characters and more fluid plots):

- 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.

Working at greater depth within the expected standard:

The pupil can write for a range of purposes and audiences:

- 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 writing3 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.^

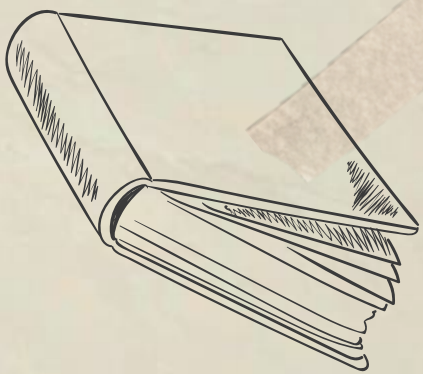
Grammar Overview

As our pupils' progress from initial mark making to forming simple sentences, they will be encouraged to use basic punctuation such as capital letters and full stops.

In KS1 they will be taught to identify and use sentences with different forms such as: statements, questions, exclamations, and commands. As their writing progresses further children will be encouraged to use the present and past tenses correctly and consistently including the progressive form. They will further their knowledge of punctuation and will learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

During KS2 children will be taught to use the present perfect form of verbs in contrast to the past tense and will use the correct form of 'a' or 'an'. They will develop an understanding of fronted adverbials and will be taught how to use relative clauses accurately in their writing. The children will be encouraged to use devices in their writing to build cohesion, including adverbials of time, place and number and will develop an understanding of formal and informal language and when to apply it. The children will be taught about synonyms and antonyms and will be encouraged to use a thesaurus to identify these. As the reach the end of KS2 children should be able to use and apply a wide range of punctuation accurately and to further enhance the meaning of their piece, including using hyphens to avoid ambiguity and using semicolons, colons or dashes to mark boundaries between independent clauses.

04 Learning Approaches



Learning Approaches

At our school, English is taught through a thematic and immersive approach, where high-quality class texts are carefully chosen to link with wider curriculum topics. This allows children to make meaningful connections across their learning while developing strong reading and writing skills. We expose pupils to a wide range of text types, authors, and protagonists so that all children can both see themselves reflected in what they read and encounter experiences beyond their own. This approach is rooted in the work of Rudine Sims Bishop, who describes books as “windows and mirrors”: enabling children to understand their own identities while also exploring the wider world. By engaging with diverse and inclusive literature, we aim to foster empathy, broaden perspectives, and nurture a lifelong love of reading.

Writing

We do not follow a published writing scheme. Instead, we have developed a bespoke writing curriculum built around our carefully selected class texts. This enables pupils to draw directly on the rich vocabulary, language structures, and themes encountered in high-quality literature, supporting them to write with purpose and authenticity. Through this immersive approach, children are given meaningful contexts for writing, allowing them to rehearse ideas orally, explore model texts, and build the knowledge and confidence needed to craft their own compositions.

We place a strong emphasis on the explicit teaching of transcriptional skills (spelling and handwriting) alongside composition, ensuring pupils understand how to plan, draft, revise, and edit effectively. Carefully sequenced lessons build on prior learning, enabling children to develop stamina and independence in writing over time. Teachers provide clear modelling and scaffolding, gradually releasing responsibility so that pupils can apply their skills across a range of genres.

By linking writing to high-quality texts and a coherent curriculum, we ensure that pupils develop a secure understanding of audience, purpose, and form, while also broadening their vocabulary and deepening their understanding of language.

Schemes

Oracy	Handwriting	Grammar
Chatta	Nelson	Nelson
We use Chatta to develop pupils' speaking and listening skills as a foundation for writing. Chatta provides a structured approach that allows children to rehearse ideas orally before recording them, helping to build confidence, vocabulary, and sentence structure. By prioritising talk, pupils learn to organise their ideas clearly and develop storytelling and communication skills, which they can then transfer into their writing. This supports all learners, including those who need additional language development, and ensures children can express themselves with increasing clarity and independence	We use Nelson Handwriting to provide a consistent, structured approach to the teaching of handwriting across the school. The scheme supports the development of correct letter formation, spacing, and fluency through clear progression from early formation to joined handwriting. Regular, discrete teaching ensures that pupils develop good habits early, leading to increased legibility, consistency, and writing stamina. The structured practice also supports automaticity, allowing children to focus more effectively on composition and transcription in their writing. Overall, Nelson Handwriting ensures high expectations for presentation and supports pupils in developing a fluent, confident handwriting style that is transferable across the curriculum.	We use Nelson Grammar across Key Stage 2 to provide a consistent, systematic approach to the teaching of grammar and punctuation. The programme ensures clear progression of skills, enabling pupils to build secure understanding of grammatical concepts and apply them accurately in their writing. Structured lessons support the explicit teaching of terminology, sentence construction, and punctuation, with regular opportunities for practice and application. This helps pupils to develop confidence in using a range of grammatical structures with increasing accuracy and sophistication. By embedding grammar teaching within a clear sequence, Nelson Grammar supports pupils in transferring their knowledge into independent writing, improving both technical accuracy and overall composition quality across the curriculum.

05

Support at Home

Resources to support your children's learning at home

Daily Reading

EYFS	KS1	KS2
Your child will be given a reading record and a Ditty reading book linked to the Read Write Inc. phonics programme. These books are carefully matched to the sounds your child is currently learning in phonics, ensuring that they can apply their knowledge with confidence and success. We encourage you to share this book with your child each evening, supporting them to practise their sounds, blend words, and develop fluency as part of their daily reading routine at home.	Your child will be given a reading record and a Ditty reading book linked to the Read Write Inc. phonics programme. These books are carefully matched to the sounds your child is currently learning in phonics, ensuring that they can apply their knowledge with confidence and success. We encourage you to share this book with your child each evening, supporting them to practise their sounds, blend words, and develop fluency as part of their daily reading routine at home.	In Key Stage 2, children are allocated a reading book matched to their individual reading band to ensure appropriate challenge and progress. These books are carefully selected to support the development of fluency, comprehension, and reading stamina. Pupils are expected to read each evening at home with an adult,

How to support reading

Year 1	Year 2	Year 3
• Try and listen to your child read every day. Keep it short, cheerful and filled with praise. Even if your child's school book has not been changed, rereading it allows the child to encounter words and phrases again, helping to build their confidence and aid with comprehension. • When reading together, you could try occasionally asking questions, such as, 'How do you think the characters feel?' or 'What is the story about?' • Enjoy reading together; give characters funny voices and engage with the pictures. Encourage your child to join in with phrases, sound effects and actions to make shared story time even more fun. • Make a game out of finding words that rhyme or start with the same sound.	• In everyday life model explaining why you have made the decisions that you have made, e.g. I am going to leave that there so I remember it later. • Continue to model clear reading with fluency and expression. • Share your opinions about the book and explain why you think that • Discuss reasonable national events and why they are celebrated • Explain why people might react the way they do within social situations	• Allow your child to experience lots of books on many different topics. This goes beyond the home reading book your child is given by school. • Encourage your child to attempt to pronounce new words they see on signs or within their environment and model the correct way. • Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words. • Discuss what they have read with them encouraging them to refer back to the text within their response.

How to support reading

Year 4	Year 5	Year 6
• Give your child access to lots of books on many different topics and by a wide range of authors who • write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson. • Encourage your child to attempt to pronounce new words they see in the environment around them. • Discuss tricky parts and model the correct way. • Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words. • Encourage your child to read silently to themselves but check their understanding of what they have read after doing so.	• Give your child access to lots of books on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Julia Donaldson. • Encourage your child to ask for help with the pronunciation of new words if their reasonable attempt does not sound correct. • Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences. • Encourage your child to read silently to themselves but check their understanding of what they have read after doing so. • Encourage your child to partake in drama and theatre activities or debates outside of school. • Read difficult texts to your child and allow them the chance to listen and ask questions.	• Give your child access to plenty of texts on many different topics and by a wide range of authors who write in different styles, e.g. Roald Dahl, Michael Morpurgo to Anthony Horowitz. • Encourage discussion with your child when pronouncing new words if their reasonable attempt does not sound correct. • Broaden the vocabulary you use when speaking to your child and be prepared to clarify the meaning of a wider range of words, modelling them within sentences. • Encourage your child to read silently to themselves but check their understanding of what they have read after doing so. • Read difficult texts to your child and allow them the chance to listen and ask questions.

KS2 Homework

Spelling	Grammar
As part of our Key Stage 2 spelling programme, pupils will now be set weekly spelling assignments using the online platform EdShed (Education Shed).Each week, your child will be given a set of spellings to practise at home. These are carefully chosen to match the curriculum expectations for their year group and to help develop accurate spelling in both written work and independent learning. EdShed allows pupils to practise their spellings through interactive games and activities, which can make learning more engaging and supportive. The spellings can be accessed on any device with internet access, and pupils are encouraged to complete several short practice sessions across the week rather than all at once. At the end of the week, pupils may complete a short assessment either online or in class to check their understanding and progress.	KS2 pupils will be given a CGP Grammar homework book to support their learning in class. Each week, they will be expected to complete a small number of pages or tasks, which will be set by the class teacher and linked to the grammar objectives being taught. This regular practice will help pupils to reinforce their understanding of key grammar skills, improve their written work, and build confidence in applying grammar accurately. The CGP books have been chosen because they provide clear explanations, structured practice questions, and are closely matched to the expectations of the primary curriculum, making them an effective resource for supporting learning at home. The books should be brought back to school each week so that progress can be checked and any misconceptions addressed.

Useful Websites

BBC Bitesize

Animated series following a cast of characters' adventures and mishaps as they get to grips with grammatical terms, including punctuation.
https://www.bbc.co.uk/teach/class-clips-video/articles/zv6jscw

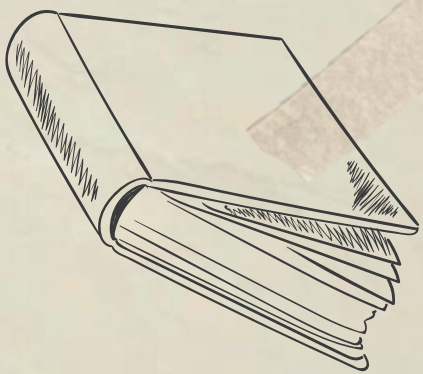
BBC Bitesize -KS2 English

videos, quizzes and activities that will help students practise the skills and knowledge they need for using grammar correctly. https://www.bbc.co.uk/bitesize/topics/zwwp8mn

Nelson Handwriting

Webpage with supporting resources for parents
https://home.oxfordowl.co.uk/english/primary-handwriting/

06
Glossary and FAQ



Year 1 Grammar Glossary

Grammar Term	What Does It Mean?
letter	Symbol of the alphabet that represents a sound.
sentence	A complete unit of words in either writing or speech with a clear beginning and a full stop. A sentence usually has a subject and a verb. Sentences can state things, ask questions, give commands or be exclamations.
word	A word is a unit of language. A sound, group of sounds or the symbols for such sounds that have some meaning.
punctuation	The marks used in writing to separate sentences and to clarify meaning e.g. full stop, comma, and brackets.
capital letter	A capital letter is used at the beginning of a sentence or for the word I, the name of a person, place or thing.
full stop	Full stops are used to end a sentence or abbreviation.
singular	The form of a word that names or refers to only one.
plural	The form of a word that names or refers to more than one thing e.g. the plural of boy is boys.
question mark	A question mark is used at the end of a sentence that asks a question e.g. What is your favourite colour?
exclamation mark	An exclamation mark is used after a word or words that express strong feelings e.g. "Look up there!" she yelled.

Year 2 Grammar Glossary

Grammar Term	What Does It Mean?
noun	A naming word used to name a person, place or thing.
noun phrase	A word or group of words in a phrase that acts like a noun e.g. Lilly wore a beautiful red dress. The groups of words, 'a beautiful red dress', is a phrase and functions as a noun in the sentence.
suffix	A suffix is added to the end of a word to make a new word e.g. hope + suffix ful = hopeful, hope + suffix less = hopeless.
compound	A compound word is a word created by two smaller words being joined together e.g. lip + stick = lipstick.
statement	Describes an event, a sentence that tells the reader something e.g. Daniel watched the television.
command	A command gives an instruction or tells someone to do something. Commands usually begin with an imperative verb e.g. Go and brush your teeth!
question	A question is used to find out information e.g. Why is your bedroom so messy?
verb	A verb is an action word; they describe what someone is doing e.g. Jessica shouted.
comma	A comma separates units of meaning in a sentence, e.g. Lana bought some apples, grapes, oranges, peaches and plums for her fruit bowl.
adjective	An adjective is a word that describes a noun, e.g. there was a huge, hairy spider in the bathroom.
adverb	An adverb tells you where, why or how much something is done e.g. Jessica shouted loudly.
tense	A tense is the form of a verb that shows the time when an action takes place, e.g. past, present or future.
apostrophe	Apostrophes are used to show possession e.g. This is Robert's car. They are also used to show that letters are missing e.g. in a contraction: I am – I'm, you are – you're.
exclamation	A sudden cry or remark to show surprise, strong emotion, or pain.

Term	Definition	Example
Abstract noun	A feeling or concept which cannot be touched.	love, happiness, education
Active voice	A **sentence** written in the active voice has the **subject** of the **sentence** carrying out the main action.	'Hana won the race.' **Hana** is the subject, **won** is the verb and **race** is the object. Using the active voice means that the subject (Hana) does the action - she wins the race.
Adjectival phrase	A **phrase** built around an **adjective** – for example 'bright red', 'frighteningly bad'.	The **old**, **creaky** floorboards added character to the house.
Adjective	A word which describes a **noun**.	bright, confident, fast
Adverb	An adverb can modify a **verb**, an **adjective**, another **adverb** or even a whole **clause**.	quickly, very, extremely, really
Adverbial phrase	A phrase built around an adverb.	'as quickly as possible' 'very rudely'
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity.	'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen it becomes much clearer: 'Jaws is about a man-eating shark'.
Antonym	A word with the opposite meaning to another.	good/bad, wise/foolish, long/short
Apostrophe	A punctuation mark used to show possession or to represent missing letters in a **contracted form**. See also **possessive apostrophe**.	you're = you are can't = cannot it's = 'it is' or 'it has'
Article	Words which tell us if a noun is general or specific.	'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs.	'Be' is used in the progressive tense verbs such as 'I am running', 'he was eating'.
Brackets ()	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis.	'My friend Chloe (who is three months older than me) is coming to my house tonight'.
Bullet points	A way of setting information out in a list of points, which may be **phrases**, words or short **sentences**.	• these • are • bullet points
Capital letter	A letter used at the beginning of a sentence and for proper nouns. They may also be used at the beginning of the important words in a title or sign.	'Keep Off the Grass'
Clause	Clauses are the building blocks of a **sentence**. They are groups of words that contain a **subject** and a **verb**. They can be '**main**' or '**subordinate**'.	'The white rabbit scurried into the burrow.' The subject of the clause is the white rabbit and the verb is scurried.
Cohesion	A **sentence** will have cohesion if all its parts fit together, for example if **tenses** and **pronouns** are consistent and **determiners** refer to the correct noun.	If Demi takes a test, it's essential that she studies for it.
Collective noun	A noun which refers to a group of people, animals or things.	'a class of children', 'a herd of elephants', 'a pride of lions'
Colon :	A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list.	'I need three things from the shop: milk, eggs and bread.'
Comma ,	A **punctuation mark** used in a **sentence** to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion. Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.	'Before I go home, I will play at the park.'
Command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective.	'Eat your dinner.' 'Next, add the eggs to the mixture.' 'Explain how you clean your teeth.'
Common exception word	Common exception words are words that don't follow normal spelling rules.	could, would, should, people, behind, house

Common noun	Describes a class of objects which do not have a capital letter. See also **proper nouns**.	dog, man, day, professor, city
Comparative	The comparative form of an adjective compares one thing with another. See also **superlative**.	'My cake is big but hers is **bigger**.' Usually formed by adding the suffix '-er' (smaller, higher, happier) or the word 'more' (more beautiful).
Complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction. They can also be called multi-clause sentences. The main clause can stand alone but the subordinate or dependent clause cannot.	'I burnt dinner while I was on the phone.' 'Although it was raining, they decided to go for a walk.'
Compound sentence	Formed by joining two main clauses with a connective. The two clauses can stand on their own as sentences.	'I like dogs but my friend likes cats.'
Compound word	A combination of two or more individual words that have a single meaning.	football, carwash, sunflower
Concrete noun	Something you can touch. For example, 'bed', 'pencil', 'cat'. Can be **common nouns**, or **proper nouns** that need a capital letter. For example, 'Mr Jones', 'Blackpool Tower'.	
Conjunction	A conjunction is a word that joins a series of words, clauses or phrases together. There are three types of conjunctions: coordinating conjunctions, subordinating conjunctions and correlative conjunctions. Conjunctions are also known as connectives.	and, but, or, however, furthermore, because, while
Connective	Any word which joins two bits of text.	and, but, because, however, due to
Consonant	Any letter of the alphabet other than the vowels (a, e, i, o, u).	
Contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe.	'did not' is contracted to 'didn't', 'could not' is contracted to 'couldn't'.
Co-ordinating conjunction	A conjunction which joins two main clauses to create a compound sentence.	for, and, nor, but, or, yet, so

Co-ordination	The joining of clauses in a way that gives each one equal importance.	'I am seven and my friend is eight.'
Dash	Used in a similar way to brackets or parentheses to set information apart in a sentence.	'My three friends – Jack, Sam and Callum – are coming to my house for tea.'
Definite article	See **article**.	
Determiner	A determiner is a word that modifies a noun, giving the reader a little more information about the noun. There are several types of determiner. These are definite articles (the), indefinite articles (a/an), demonstratives (e.g. this or that), possessives (e.g. his or my), quantifiers (e.g. some or few) and numbers (e.g. two or twenty).	'your' can be used to modify the noun 'sandwich' to make it your sandwich. Now the reader knows who the sandwich belongs to.
Digraph	A sound represented by two letters.	'ee' or 'th'
Direct speech	A sentence where the exact words spoken are represented and shown in speech marks (also known as inverted commas).	"Tidy your room, please," said Mum.
Ellipsis ...	Three dots which are used to show missing words or to create a pause for effect.	'So... tell me what happened.'
Embedded clause	A clause used in the middle of another clause. It is usually marked by commas.	The man, **walking along with his dog**, whistled a tune to himself.
Etymology	The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them.	Words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).
Exclamation	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb.	'What big eyes you have, Grandma!' or 'How cold it is today!'
Exclamation mark !	A punctuation mark used at the end of an exclamation. It can also be used at the end of a statement or command to show that something has been said with feeling or emotion.	'What a fantastic day we have had!' 'That was a really scary film!'
Exclamative statement	See **exclamation**.	

First person	A sentence is written in the first person if it's written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.	
Formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Children in primary school start to learn the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.	
Fronted adverbial	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows.	With a happy smile, she skipped into the room.
Full stop	A **punctuation mark** used to demarcate the end of a **statement** or **command**.	
Future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will'.	'Tomorrow I will do the shopping.'
GPC	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.	
Grammar	The rules that cover spoken and written language.	
Grapheme	A letter or string of letters that represents a spoken sound.	'a', 'ch' or 'igh'
Homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same. Some are spelt the same but have different meanings.	there/ their/they're 'Let's go to the **fair**!'/'That's not **fair**.'
Hyphen -	A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences.	twenty-seven, brother-in-law, man-eating, long-legged
Imperative verb	A **verb** that stands alone without a **subject noun** or **pronoun** in a **command**.	**Cut** the bread into small squares. **Place** them on a baking tray.
Indefinite article	See **article**.	

Indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used.	'Mum told us to tidy our rooms.'
Informal speech	See **formal speech**.	
Inverted commas	Punctuation marks used to demarcate **direct speech** in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.	"What would you like for dinner?" asked mum.
Main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses.	'Even though the weather is bad, **I will still go for a walk**.'
Modal verb	A special verb which affects the other verbs in the sentence by showing obligation, possibility, ability or permission.	'You should do your homework.' 'I might have pizza for tea.' 'You can ride a bike now.'
Morphology	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. An understanding of morphology can help children with spelling strategies.	Knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
Noun	A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective.	table, love, children, London
Noun phrase	A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it.	The spotty, black dog.
Object	The object of a sentence is involved in the action but does not carry it out.	'I dropped my **cup**.'
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first **sentence**.	
Parenthesis	See **brackets**.	

Passive voice	A sentence is written in the passive voice when the subject is having something done to it.	The mouse was chased by the cat.
Past continuous tense	See **past progressive tense**.	
Past perfect tense	A tense used to describe actions that were completed by a certain time in the past.	'Yesterday I was late because I had walked to school.'
Past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past.	'I was walking in the park.' Usually formed by adding the suffix '-ing' to a verb.
Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also **progressive tense**, **past perfect tense**.	
Phonics	A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words they hear, in order to write down the correct **GPCs**.	
Phrase	A small group of words that does not contain a **verb**.	
Plural	More than one. Using plurals can affect the **nouns** and **verbs** in a **sentence**.	birds, beaches, mice
Phoneme	A sound which makes up all or part of a word.	The word 'light' is made up of the phonemes /l/, /igh/, /t/.
Personal pronoun	A pronoun which replaces a person, place or thing.	I, you, he, she, we, they, it, me, him, her, us, them
Possessive apostrophe	An apostrophe used before the letter s to show ownership.	'This is Sally's coat.'
Possessive pronoun	A **pronoun** which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my', 'your', 'her', 'our', 'their', 'whose').	
Prefix	Letters that go in front of a root word and change its meaning.	'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)

Preposition	A linking word in a sentence, used to show where things are in time or space.	under, after, next, behind
Prepositional phrase	A phrase which contains a preposition.	'under the carpet', 'behind the door', 'after school'
Present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment.	'I have cycled two miles already.'
Present progressive tense	A tense which describes an action which began in the past and is still going on now.	'I am learning to speak French'.
Present tense	Any one of a set of tenses that describe actions which are happening now. See also **present perfect tense** and **present progressive tense**.	
Pronoun	Any word which can be used to replace a **noun**. See **personal pronoun**, **possessive pronoun**.	
Proper noun	A noun which names a particular person, place or thing.	'John', 'London', 'France', 'Monday', 'December'
Punctuation mark	A symbol used to create and support meaning within a sentence or within a word.	Full stop, comma, question mark, colon, speech marks
Question	A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement.	'Sarah is washing the dishes' becomes, 'Is Sarah washing the dishes?'.
Question mark ?	A **punctuation mark** which indicates a question and comes at the end of the **sentence** in place of the **full stop**.	
Relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which).	He ate too many cakes, which made him feel ill.
Relative pronoun	A pronoun used in a **relative clause** (who, that, which).	
Reported speech	See **indirect speech**.	

Root word	A basic word with no **prefix** or **suffix** added to it. Adding prefixes and suffixes can change the meaning of a root word.	Learn is the root word for learner, learning, relearn and learned. Play is the root word for playful, playing, replay and playground.
Second person	Second person describes text that is written as if speaking to the reader, using second person pronouns like 'you' and 'your'.	You can take your paintbrush and begin adding spots of paint to your canvas.
Semi-colon ;	A punctuation mark used in a sentence to separate major sentence elements. A semi-colon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction.	'My car is red; my friend's car is blue.'
Sentence	One word or a group of words that makes sense by itself (a grammatical unit). Begins with a **capital letter** and ends with a **full stop**, **question mark** or **exclamation mark**. Usually contains a **subject** and always contains a **verb**.	
Simple sentence	Has a **subject** and one **verb**. See also **compound sentence** and **complex sentence**.	
Singular	Referring to only one. Use of the singular may affect the **nouns**, **pronouns** and **verbs** in a **sentence**.	apple, mouse, child
Speech marks " "	Punctuation marks used to demarcate direct speech in a sentence.	"My team won!" exclaimed Peter.
Split digraph	A digraph that is split by a consonant.	Usually represent long vowel sounds 'a-e' (for example, 'cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).
Statement	A sentence that conveys a simple piece of information.	It is a sunny day today.
Subject	The subject of a sentence is the thing or person carrying out the main action.	The **cow** ate the grass.
Subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information. Subordinate clauses contain a subject noun and a verb.	'I take my dog to the park every day, even though **sometimes it is raining**.'
Subordinating conjunction	A conjunction that connects a main clause to a subordinating clause.	because, until, when, as, since, whereas, even, though
Subordination	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.	
Suffix	A string of letters that go at the end of a **root word**, changing or adding to its meaning. Suffixes can also show if a word is a **noun**, **verb**, **adjective** or **adverb**.	
Superlative	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most'. See also **comparative**.	'Mia ran **fastest** on Sports Day.' 'I am hungry, you are hungrier than me, but he is the **hungriest** of all.'
Syllable	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word, and breaking a word into syllables can help with spelling.	One-syllable words include words such as 'dog', 'cat', 'walk' and 'bath'; two-syllable words include 'teacher' and 'Christmas'; three-syllable words include 'beautiful' and 'manager'.
Synonym	A word which has exactly or nearly the same meaning as another word.	big/large, small/tiny
Third person	A **sentence** is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns 'he', 'she', 'it' or 'they'.	
Time connective	Words or phrases which tell the reader when something is happening.	'After dinner you must do your homework. Then you can read your book.'
Trigraph	A string of three letters which make a single sound.	'igh' - sigh, bright 'tch' – catch, batch 'ear' – beard, hear
Verb	A word used to describe an action, occurrence or state. An essential part of a **sentence**.	
Vowel	The letters a, e, i, o and u.	
Word family	A group of words which may share a common root word or morphology.	'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'

FAQ - Reading

1. What should I do if my child gets stuck on a word?
Start by encouraging your child to sound out the word using phonics . If it's a tricky word or a word that is beyond your child's current phonic skills then just give the word. It's often helpful to re-read the sentence to make sure it makes sense.

2. What if my child makes a mistake while reading?
Don't stop the flow of the reading unless what they've read doesn't make sense.

3. What if my child is more interested in the pictures than the words?
The pictures are definitely part of any book and to be enjoyed. Continue to read stories to your child as they focus on the pictures but when they are reading decodable books encourage them to focus on the words first and then talk about the pictures.

4. What if my child seems to stop making reading progress?
Don't worry. Children develop at different speeds and they always need to consolidate what they are learning before moving on. Continue to re-read familiar books, introduce new books at the same level, play games and always be encouraging. They'll soon make progress again. Don't put pressure on them – this can have the opposite effect and put them off reading completely.

5. What do I do if my child is reluctant to read?
Try not to worry or let your child know you are worried. Focus on the enjoyment of reading by playing games , reading aloud and linking books to your child's interests. These are good ways to motivate them and develop confidence. Do also speak to your child's teacher if you need further advice.

FAQ - Reading

6. How often should my child read at home?
It is recommended that children read daily at home, with many schools encouraging the same book to be read three times to build confidence, fluency, and comprehension.

7. What is phonics?
Phonics is a method of teaching reading by training children to blend sounds (phonemes) to read words. Schools use a systematic phonics programme, which is crucial in early years and Key Stage 1.

8. How do I know if a book is the right level?
Use the "five finger rule": If a child finds five or more words on a page difficult, the book may be too challenging. However, children should also be encouraged to read books they enjoy.

9. What should I do if my child is struggling?
If children fall behind, schools provide additional support for them to catch up quickly. It is important to discuss any concerns with your child's teacher.

10. What are "reading records"?
Reading records are used to track books read at home, and teachers look at them to monitor progress and engagement.

11. What is comprehension?
Comprehension is understanding the text. At home, you can support this by asking questions like: "Why did the character do that?" or "What do you think will happen next?".

FAQ - Writing

1. When should I encourage my child to write?
Children love to experiment with 'writing' from an early age – even if it's play writing. Encourage them to do this with whatever tools you have, including chalk, paint, crayons or in the sand! Once your child starts nursery or reception then writing willbe developed alongside reading.

2. What do I do if my child's writing is just scribble?
Don't worry as this is your child exploring and playing with language. It shows that your child already understands that marks in print carry a meaning. You can help them gradually to understand that the marks need to be letters which then make words! You can also show them how to hold the pencil or pen more comfortably too.

3. What do I do if my child's attempts at spelling words are just nonsense?
In reception and into Year 1 (P1/P2 in Scotland) children will make useful mistakes in their spelling attempts. It's an important part of the learning process and is sometimes called 'inventive' spelling. So long as the guess has a logic to it, then it shows that your child is learning to use the rules of spelling e.g. spelling hear instead of here shows that your child knows about theear sound.

4. My child learns spellings every week but then makes the same mistakes in their writing? Don't worry this is very common. Children can often learn a list of words but then forget to apply what they have learned in their writing when they are thinking about the creative content of their work! It's just a question of reminding them (sometimes), and also providing opportunities to point out examples of the word in a context. You can also play games to 'test' them in a fun way. Car journeys are great forthis quick-fire type game.

5. My child is left handed. What can I do to help?
The majority of left-handers write as well as right-handers, but they may develop fluency a little later because they are 'pushing' the pen across the page rather than 'pulling' it. This shouldn't be a problem in the long-term.