

Welcome to our English and Maths talk 2026

The aim of this session is to:

- Outline the English and Maths curriculum and how Foundation stage moves into Key Stage 1.
- Provide some guidance and understanding for the progression of children's learning during these stages.
- Make clear how a good /home school partnership helps children's progress.

Through the English curriculum we aim for children to become

- articulate and confident speakers
- fluent and expressive readers with a high level of comprehension and a love of reading
- Be independent and effective writers who are able to write for a variety of purposes

The Curriculum

- Spoken language – Time for talk! Questioning, explaining and reasoning.
- Spelling – Spell high frequency words accurately and words with suffixes and prefixes.
- Grammar - Sentence structure and application of punctuation. Using past and present tense accurately.
- Reading – Initially through segmenting and blending and decoding of phonics and then by demonstrating good comprehension and understanding of authors word choice and effect.
- Writing – Application of skills within purposeful, engaging and fun contexts.

Timetable for English

- Daily phonics spelling and grammar – children are taught new phonemes, spellings and grammar rule. Each lessons follow the sequence of teach, practise, revise, review and apply.
- 3 lessons a week handwriting

Transcription and Composition - often linked to topic and/or cross curricular. Children are able to bring together all elements and apply them to longer pieces of writing across different genres.

- A Group Reading session and one whole class comprehension session (Year 2)
- Class book read at the end of the day. recall, plot discussions, comprehension and to share the love of reading.
- Weekly Poetry Assembly.

I WISH I WAS A PIRATE

By Tony Bradman



I wish I was a pirate
With a long beard hanging down,
A cutlass dangling from my belt,
My teeth all black and brown.
A parrot on my shoulder,
A patch upon one eye,
A pirate ship to sail on,
A pirate flag to fly.
The rolling waves would be my home,
I'd live through many wrecks.
I'd always have the best of maps –
The one's marked with an X!
Pirates don't have parents,
They don't get sent to schools.
They never have to take a bath
For them there are no rules.
Yo-ho-ho me hearties!
It's a pirate's life for me...
Pistols in my pockets,
Salt-pork for my tea!

Phonics scheme

By the end of Year 1 children should be able to recognise all 44 sounds and digraphs and alternative spelling patterns.



<https://www.unlockinglettersandsounds.co.uk/institute/teacher/courseview/8/view>

Grammar and Spelling

- Identify verbs, nouns, adverbs in sentences.
- Read the sentence and select the right word linked to the correct tense.
- Identify whether the sentence is a statement, question or explanation.
- Apply rules when adding suffixes to root words. E.g. take away the y and add i – hurry, hurried, happy, happily.
- Spell high frequency words correctly in their independent writing.

3 Which sentence is a **command**?

Tick **one**.

Pack away your paints now.

☐

You should be proud of your work.

☐

Will you show me your painting?

☐

That's your best work yet!

☐

1 mark

6

What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.

Tick **one**.

noun

☐

verb

☐

adjective

☐

adverb

☐

1 mark

Practice questions

a

Tick the correct word to complete the sentence below.

We were _____ on our topics.

Tick **one**.

worked

☐

works

☐

working

☐

work

☐

1

Tick the correct word to complete the sentence below.

Tomorrow, we could go for a walk _____ play games indoors.

Tick **one**.

when

☐

or

☐

because

☐

if

☐

1 mark

Progression in Reading

- Loves listening to and sharing stories
- Talk about the story and retell it.
- Recognise letters and the sounds that they make – segmenting and blending words.
- Continue to build a bank of sight words
- Read unfamiliar words using phonics, pictures cues and reading for meaning within context of story
- Reads with fluency – showing an awareness of punctuation and full stops.
- Adds expression, noting speech.
- Answer questions about text - comprehension

Reading offer

At St Saviours we have a multi- tiered approach to reading

Reading	Purpose of this reading time	When it happens
Daily phonics	-Decoding and tricky words	daily
Group Reading once a week with adult	-The focus in these sessions is on decoding, prosody and comprehension -Children should be reading a decodable text, matched to their phonic knowledge (up to Turquoise/Purple level)	Once a week with adult. Independent reading daily- book at level or below, familiar topic books and familiar books from book corner.
Extra reading sessions for those that need extra practise	-Decoding texts and fluency -ideally, children to take home group read book home as well as books matched at to their phonic level (up to Turquoise/Purple)	Daily
Whole class reading	-This is explicit teaching of prosody and comprehension -Children should be reading a decodable text, matched to their phonic knowledge (up to Turquoise level) - Children use the same book over several sessions, with a different focus in each session	Weekly reading using whole class ebook. Year 2 record fortnightly in booklets.
Daily Reading for pleasure	Teacher/adult to read to class at least once a day for at least 20 mins. This is where the love of reading can be developed and children are exposed to a higher level of	End of every day for 20mins

The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been



How can you help at home?

- Little and often- aiming for 4 times a week
- Reluctant readers – keep it light and fun.
- Take turns to read a page. Play games e.g can you tickle the word that says 'like'? Lots of discussion about the pictures.
- Bedtime reading
- Read a variety of genres.
- Reading a sentence each- good way to notice punctuation.

- Be positive and celebrate success
- Encourage them to point to graphemes
- Encourage to say sound and blend them together
- Be patient and let them try to work it out
- Read common exception words by sight

Writing – Transcription and Composition



Can I write an
innovated story?

Steps for Success
Can I use an adjective to make my
sentence more exciting? ✓
Can I use the Fab 5? ✓
Ch) Can I use conjunctions? ✓

Wednesday 21st
September 2022.
One windy morning
my mother the Queen
decided to go meet
some body's
specul. when
suddenly a big, strong
gust of wind blew
the Queen's
favort hat right off
her head. Oh no! Show
the Queen. So all
the Queen's men
chased after it. We
ran so far we ended
up in Trafalga square
we climbed up the big
Lion.

Sp

head

head

head

head

Can I write the story of the
Magical Tudor Tale? Can I
use the Steps for success?

21
66
99
Bring Me My lute! belov'd
Henry. It was a cold and shivery day
on an October morning and William
was as still as a statue.
William thought he would be the
quickest and started running to room
to room. Meanwhile Henry's cross came
from the hall whilst he'd just cho
off wife number five's head.
Now everybody started running fro
~~room~~ room to room. Suddenly out of
corner of his eye William saw a l
but it didn't look like any lute
he'd seen before but William just h
to touch it. So, very carefully ^{he} pick

Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	sa 	ss 
ss 	ar 	or 	ur 	ow 	si 
ear 	air 	ure 	er 		

How you can help with writing.

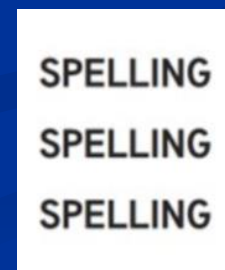
- Awareness of handwriting.
- Provide opportunity for mark making – white boards and scribble pads. Make it purposeful and fun!
- Lots of opportunity for talk and discussion inviting children to give their opinion. This helps children to develop their vocabulary and structure their ideas.
- Note punctuation when reading E.g question marks and exclamation marks.
- Use correct terminology where appropriate.
- Keep it positive! – Try not to correct everything.

Spellings

- Segment words



- Daily practise
- Put them up on the fridge!
- Write them in coloured pens, capital letters,



C! ear

S! ear

f! ear sh! ear

Y! ear