

# English

How many ways can you make the sound 'ay'?

ai

a-e

ay

ey

# Phonics

## Key Information

The English language is made up of 44 different sounds.

These sounds are called phonemes.

The letters that represent a sound: graphemes.

Two letters that form a grapheme: digraph.

garden

Three letters that form a grapheme: trigraph.

delightful

Letters in a digraph separated by a letter: split digraphs.

snake

Reading separate graphemes and putting them together: blending

● Sounding out the word you are trying to spell: segmenting

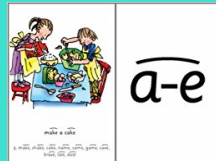
# Phonics

## EYFS

In EYFS, the children will be using Read Write Inc. and it contains three main elements:

1: Speed Sounds

Sets, 1, 2 and 3



2: Diies and Storybooks



3: Get Writing! books



# Read Write Inc.

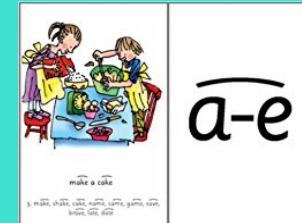
## 1: Speed Sounds

Learn the 44 sounds

Learn to read words using blending

Learn to write the graphemes that represent the 44 sounds

Learn to write words by segmenting

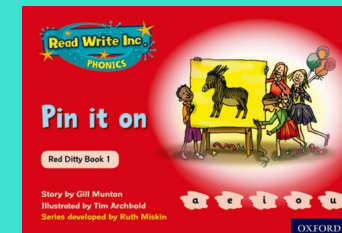


## 2: Dives and Storybooks

Once the children can read and blend all the Set 1 sounds...

Read stories featuring words they have learned to sound out

Demonstrate comprehension by answering discussion questions



## 3: Get Writing! books

Write simple sentences

Compose stories based on picture scripts

Compose a range of texts using discussion prompts



# Phonics

## Year 1

In Year 1, the children will be using TES Phonics and it contains three main elements:

Phase 2 and 3 GPC

(Grapheme Phoneme  
Correspondence)

Phase 2: s, a, t, ff, ck

Phase 3: j, v, w



Phase 3 and 4

Phase 3: ch, sh, ng - ai, igh - ur, oi

Phase 4: digraphs in longer words (fish)



Phase 5 and Spelling

Phase 5: /igh/ as ie - /ay/ as ai, ey

Spelling: does, should, suffixes and  
prefixes



# SPaG

## Year 2

Once the children are confident and competent with the sounds, they will be following a Spelling, Punctuation and Grammar programme.

# Spelling

## Year 2 - What are we doing in school?

| Year 2  |             |   |                                       |
|---|-------------|---|---------------------------------------|
| Autumn Term   |             |   |                                       |
| Phonics: Alternative spellings for vowel sounds, alternative /l/ spellings, soft and silent letters |             |   |                                       |
| Word Work: Plurals, Verb suffixes -s, -es, -ed, -ing, and contractions and possession               |             |   |                                       |
| Phonics: Some alternative spellings   |             |   |                                       |
| Week 1  | Phonics 1   | Revising alternative spellings - long vowels        | e.g. came, funny, smile, note, blue   |
| Week 2  | Phonics 2   | Revising alternative spellings – other vowel sounds | e.g. paw, three, bird, brown, point   |
| Week 3  | Phonics 3   | Spelling alternatives for /l/ at the end of words   | e.g. middle, tunnel, pedal, fossil    |
| Week 4  | Phonics 4   | Soft /g/ sound                                      | e.g. hedge, message, magic            |
| Week 5  | Phonics 5   | Soft /c/ sound                                      | e.g. ice, city, fancy, science        |
| Week 6  | Phonics 6   | Silent letter 'g', 'k', 'w', 'b'                    | e.g. sign, know, write, climb         |
| Week 7  | Word Work 1 | Singular to plural nouns                            | e.g. holidays, knives, babies, people |
| Week 8  | Word Work 2 | Verb suffixes '-s' and '-es'                        | e.g. starts, reaches, hurries         |
| Week 9  | Word Work 3 | Verb suffixes '-ed' and '-ing'                      | e.g. amazed, worrying, grabbed        |
| Week 10   | Word Work 4 | Contraction and possession                          | e.g. wasn't, should've, brother's     |
| Week 11   | Phonics 7   | /ur/ spelling alternatives                          | e.g. world, worst, earth              |
| Week 12   | Phonics 8   | /or/ spelling alternatives                          | e.g. talk, pour, warm                 |

## Spelling: What are we doing in school?

### Three Times!

Write each spelling word three times.

**First**, write each word in pencil.

**Second**, write each word in one colour.

**Third**, write each word in another colour.

You **MUST** use your best handwriting!

### Draw me!

For each word, draw a small picture that shows what that word means!

mail



### Scrabble!

Can you make the words using  
Scrabble letters?



### Draw the shape!

ice

|  |
|--|
|  |
|  |
|  |
|  |



# Spelling

## Year 2 - What can be done at home?



### Spelling Journal

Year 2

Name: \_\_\_\_\_

Class: \_\_\_\_\_

#### Purpose of the Spelling Journal

This spelling journal is designed to help your child learn and practise their spellings at home.

You will have the opportunity to carry out 10 'home learning' sessions in each term. There is not a set time for these sessions to be completed, but 10-15 minutes of frequent spelling practise at home will make a huge difference to your child's progress in school.

Within this booklet there is:

- The National Curriculum word list with the recommended manner of how to teach the words.
- A record to keep track of spelling practise within each term.
- The spelling overview of how we will be delivering the spellings within school.

There is no expectation for this booklet to come into school unless the class teacher requests it to be brought in.

If you would like assistance with your child's spellings at home, please come and see your child's class teacher who will be happy to advise you.

Finally, your child is responsible for this spelling journal and it is expected that they take great care of it.

# Spelling

## Year 2 - What can be done at home?

| Year 2 Common Exception Words   |   |
|---|---|
| door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas |   |
| Year 2 Spelling Rules and Words   |   |
| The /j/ sound spelt as 'ge' and 'dge' at the end of words and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.  | badge, edge, bridge, dodge, fudge,<br>age, huge, change, charge, bulge, village<br>gem, giant, magic, giraffe, energy |
| /j/ sound spelt 'g' before 'a', 'o' and 'u'.  | jacket, jar, jog, join, adjust  |
| The /s/ sound spelt 'c' before 'e', 'i' and 'y'.  | race, ice, cell, city, fancy  |
| The /n/ sound spelt 'kn' and less often 'gn' at the beginning of words.   | knock, know, knee, gnat, gnaw   |
| The /i/ (eye) sound at the end of words spelt '-y'  | cry, fly, dry, try, reply, July   |
| Adding '-es' to nouns and verbs ending in '-y'  | flies, tries, replies, copies, babies, carries  |
| Adding '-ed', '-ing', '-er' and '-est' to a root word ending in '-y' with a consonant before it.  | flies, tries, replies, copies, babies, carries  |
| Adding '-ed', '-ing', '-er', and '-est' to a root word ending in '-e' with a consonant before it.   | hiking, hiked, hiker, nicer, nicest, shiny  |
| Adding '-ed', '-ing', '-er', 'est', and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter.  | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, bigger, biggest, runner, runny                  |
| The /sh/ sound spelt 's' within a word  | treasure, television, usual   |
| The /r/ sound spelt 'wr'  | write, written, wrote, wrong, wrap  |
| The /l/ sound spelt '-le' at the end of a word  | table, apple, bottle, little, middle  |
| The /l/ sound spelt '-el' at the end of words   | camel, tunnel, squirrel, travel, towel, tinsel  |
| The /l/ sound spelt '-al' at the end of words   | metal, pedal, capital, hospital, animal   |
| Words ending '-ll'  | pencil, fossil, nostril   |
| The /aw/ sound spelt 'a'  | all, ball, call, walk, talk, always   |
| The /u/ sound spelt 'o'   | other, mother, brother, nothing, Monday   |

[illegible]

## Spelling: How to learn at home

There is no 'one way' for learning spellings. Here are some suggestions!

Dicey Spelling! Roll the dice and see which activity you need to do!

### Rainbow Words

First write your spelling words in pencil. Trace over the words 5 times, using a different coloured crayon each time.

ROLL A ONE

### Silly Sentences

Write silly sentences with a spelling word in each sentence. Underline your spelling words.

Example: My cat wears a yellow hat when she goes dancing.

ROLL A TWO

### Tell a Story

Write a story using all of your spelling words. Make sure you underline your spelling words.



ROLL A THREE

### UPPER and Lower

Write each of your spelling words two times.

First, write each word in UPPER CASE letters. Second, write each word in lower case letters.

ROLL A FOUR

### Blue Vowels

Write each of your spelling words. Trace the vowels in your words with a blue coloured pencil.

Vowels= a e i o u

ROLL A FIVE

### ABC Order

Write out your spelling words in alphabetical order.

ROLL A SIX

Break it down!

Breaking the word up into syllables makes the word easier to spell. Decipher how many syllables there are by clapping the word.

example: two syllable word  
danger      dan / ger

example: three syllable word  
relation      re / la / tion

Pyramid spelling!

friend  
f  
fr  
fri  
frie  
friend

## Spelling: How to learn at home

Look, Say, Cover, Write, Check, Correct

| Spellings! | Look | Say | Cover | Write | Check | Correct |
|------------|------|-----|-------|-------|-------|---------|
|            |      |     |       |       |       |         |
|            |      |     |       |       |       |         |
|            |      |     |       |       |       |         |

### Three Times!

Write each spelling word three times.

**First**, write each word in pencil.

**Second**, write each word in one colour.

**Third**, write each word in another colour.

You MUST use your best handwriting!

### Blue Vowels!

Write each of your spelling words.

You will need a blue coloured pencil. Trace over the vowels in each word with your blue coloured pencil.

Vowels = a e i o u

### Colourful Words

Write each of your spelling words.

Write each letter using a different coloured pencil!

The rule must have the same colours!

e.g. **weight**

**eighty**

### Magic Wand!

(write the word in the air)

### Spell on Tape!

(spell the word into a voice recorder and play it back)

### Magnetic Leers!

(jumble on the fridge)

### Picture it!

(draw a shape around the word)

## Your turn!

# Handwriting

## Why is it so important?

The 2014 National Curriculum states that pupils should 'start using some of the diagonal and horizontal strokes needed to join leers' from Year 2, and encourages schools to teach children 'to write with a joined style as soon as they can form leers securely with the correct orientation'.

It has been proven that Continuous Cursive handwriting aids children with learning new spellings due to increased muscle memory.

### Continuous Cursive

a b c d e f g h i j k l m n o p q r s t u v w x y z

## The Journey to Continuous Cursive: Handwriting Joins

|  |  |   |  |
|--|--|---|--|
| Diagonal joins<br>(the most common leer join – formed from the baseline) | used to join:<br>a, b, c, d, e, h, i, k, l, m,<br>n, p, q, s, t, u, x, z | to these leers:<br>b, e, f, h, i, j, k, l, m, n, p,<br>r, t, u, v, w, x, y, z | and to these tricky leers<br>(where the leer is<br>formed in an<br>anticlockwise movement):<br>a, c, d, g, o, q, s |
| Horizontal joins<br>(formed from the top of<br>the leer)                 | used to join:<br>o, r, v, w  | to these leers:<br>b, e, f, h, i, j, k, l, m, n, p,<br>r, t, u, v, w, x, y, z | and to these tricky leers<br>(where the leer is<br>formed in an<br>anticlockwise movement):<br>a, c, d, g, o, q, s |
| Descender joins<br>(formed from the loop of<br>a descender)              | used to join:<br>f, g, j, y  | to these leers:<br>b, e, f, h, i, j, k, l, m, n, p,<br>r, t, u, v, w, x, y, z | and to these tricky leers<br>(where the leer is<br>formed in an<br>anticlockwise movement):<br>a, c, d, g, o, q, s |

## Continuous Cursive

a b c d e f g h i j k l m n o p q r s t u v w x y z

### The Journey to Continuous Cursive

It is recommended that handwriting joins are taught in this order to ensure progression and consolidate prior learning.

#### 1) Ready to write

Develops gross and fine motor skills

#### 2) Forming leer families

Secures correct leer formation

#### 3) Positioning and pre-cursive

Forming leers of correct size

Beginning to join

#### 4) Joining leers

Understanding leer joins

Increase legibility, quality and consistency

#### 5) Increasing fluency, speed and style

Practise with own personal style

## The Journey to Continuous Cursive: Left handed

Some left-handed children may find it more appropriate to leave a lower case 't' unjoined as this letter is formed differently for them. Some other capital letters are also often formed differently for left-handed writers (E,F,H,I,J,T).

Left-handed children should be reminded of the best positioning of their paper to allow them to view their writing and also to help prevent 'smudging'. It also may be helpful for left-handed children to hold their writing implement slightly higher (about 2cm from the tip) so that what they are writing isn't shielded from their view. It is recommended that right-handed children are not seated on the left-hand side of a left-handed child to ensure that their elbows do not collide.



## The Journey to Continuous Cursive: The order

### 1 The Ladder Family (l, i, u, t, y, j)



- l** down from the top
- i** down, lift and dot
- u** down, round, up and down
- t** down from the top, curve, lift and across
- y** down, round, up, down and round
- j** down to the bottom, around, lift and dot

### 2 The One-Armed Robot Family (n, m, h, k, b, p, r)



- n** down and up, around, down and stop
- m** down and up, around, down and up around, down
- h** down from the top, up, around and down
- k** down from the top, up and right round, kick
- b** down from the top, up and around
- p** down from the top, up and around
- r** down, up, around and stop

### 3 The Curly Caterpillar Family (c, a, d, e, s, g, f, q, o)



- c** curve around and stop
- a** curve around, up and down
- d** curve around, up to the top and down
- e** up and diagonal across, curve round and stop
- s** curve around, curve around
- g** curve around, up, down to the bottom and around
- f** curve, down and cross
- q** curve around, up, down to the bottom and flick

### 4 The Zig-Zag Monster Family (z, v, w, x)



- z** across, diagonal down, across
- v** diagonal down, diagonal up
- w** diagonal down, diagonal up, diagonal down and diagonal up
- x** diagonal down, lift, diagonal down

 [Leer Formation Interactive Tool](#)

## The Journey to Continuous Cursive: End product!

## Your turn

[illegible]

# Writing - Targets and Expectations



# Writing Checklist EYFS

EYFS

|                 |    |  |
|-----------------|----|--|
| 30 - 50 months  | 1  | Sometimes gives meaning to mark a they draw and paint.   |
|                 | 2  | Ascribes meanings to mark that they see in different places.   |
| 40 - 60+ months | 3  | Gives meaning to marks they make as they draw, write and paint.  |
|                 | 4  | Begins to break down the flow of speech into words.  |
|                 | 5  | Continues a rhyming string.  |
|                 | 6  | Hears and says the initial sound in words.   |
|                 | 7  | Can segment the sounds in simple words and blend them together.  |
|                 | 8  | Links sounds to letters, naming and sounding the letters of the alphabet.  |
|                 | 9  | Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in a sequence. |
|                 | 10 | Writes own name and other things such as labels and captions.  |
|                 | 11 | Attempts to write short sentences in meaningful contexts.  |
| ELG             | 12 | Use their phonic knowledge to write words in ways which match their spoken sounds.                                   |
|                 | 13 | Write some irregular common words.   |
|                 | 14 | Write simple sentences which can be read by themselves and others.   |
|                 | 15 | Spell some words correctly and others are phonetically plausible.  |
| Exceeding:      |    |  |
|                 | 16 | Spell phonically regular words of more that one syllable as well as many irregular but high frequency words.         |
|                 | 17 | Use key features of narrative in their own writing.  |

|  |    |  |
|--|----|--|
| Transcription                            | 1  | Usually correctly spell high-frequency words at L&S Phase 5 and common exception words in Year 1.  |
|  | 2  | Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt<br>[pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you']  |
|  | 3  | Use letter names to distinguish between alternative spellings of the same sound.   |
|  | 4  | Independently uses the spelling rule '-s' or '-es' [cats, thanks, catches] mostly accurately.  |
|  | 5  | Independently use the prefix 'un-' in own writing [unhappy, undo, unfair]  |
|  | 6  | Independently use the suffixes '-ing', '-ed', '-er' and '-est' in own writing [buzzing, buzzed, grander, grandest], accurate on most occasions.  |
|  | 7  | Spell the days of the week.  |
| Grammar, Punctuation and Vocabulary      | 8  | Independently and correctly chooses to join words and clauses with 'and' in most writing [I went to the park and played on the swing]  |
|  | 9  | Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  |
|  | 10 | Almost always demarcates sentences accurately with capital letters and full stops and sometimes uses question marks and exclamation marks as alternatives appropriately. Pupil is consistent across a range of dictated and independent writing. |
| Overall Text and Structure               | 11 | Compose a sentence orally before writing it.   |
|  | 12 | In independent writing, the majority of ideas are sequenced appropriately [stories have a beginning, middle and an end and the content is appropriate to the task set]   |
| Presentation, Evaluation and Improvement | 13 | Majority of letters are formed correctly using the upstroke.   |
|  | 14 | Understand the difference between letter families [l, b, k, f, t, u]   |
|  | 15 | Form capital letters.  |
|  | 16 | Form digits 0-9.   |
|  | 17 | Leave spaces between words.  |
|  | 18 | Independently re-reads what they have written to check that it makes sense and is usually able to put things right if it doesn't.  |
|  | 19 | Listen and sometimes respond by making comments in discussion with teacher about what they have written<br>[ <i>'Oops, I forgot to put a capital letter after that full stop' or 'I used my sounds to help me spell that long word.'</i> ]       |
|  | 20 | Read aloud their writing clearly enough to be heard by their peers and the teacher.  |
| Exceeding Criteria:                      |    |  |
|  | 21 | Consistently correctly spell high-frequency and common exception words for Year 1 across the curriculum.   |
|  | 22 | Demarcates sentences accurately and uses question marks, exclamation marks appropriately and is experimenting with commas.   |
|  | 23 | Write expanded noun phrases using descriptive language [the enchanted castle]  |

## Year 1

## Parents Meeting KS1

## Year 2

|  |    |  |
|--|----|--|
| Transcription                            | 1  | Usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible [yesterday, exsighting, speshall]                 |
|  | 2  | Distinguish between and usually correctly spell common homophones and near homophones, e.g. some/sum, blew/blue, knight/night.   |
|  | 3  | Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt [because, sugar, people]   |
|  | 4  | Usually place the possessive apostrophe accurately in singular nouns [Megan's, Ravi's, the girl's, the child's, the man's]   |
|  | 5  | Usually place the apostrophe accurately in word contractions [can't – cannot, didn't – did not]  |
|  | 6  | Usually correctly apply the suffixes '-ment', '-ness', '-ful', '-less', '-ly' to root words ending in a consonant (see left) and to exception words ending in '-y' [merriment, happiness, plentiful, penniless, happily]   |
| Grammar, Punctuation and Vocabulary      | 7  | Write sentences with different forms [statement, question, exclamation and command] across a range of writing.   |
|  | 8  | Write expanded noun phrases using descriptive language [the enchanted castle]  |
|  | 9  | Write the present and past tenses correctly and consistently including the progressive form ['-ing' verbs]   |
|  | 10 | Use subordinating conjunctions [when, if, because] and co-ordinating conjunctions [and, but, or]   |
|  | 11 | Show features of written Standard English.   |
|  | 12 | Use full stops correctly.  |
|  | 13 | Use capital letters correctly.   |
|  | 14 | Use exclamation marks and question marks correctly.  |
|  | 15 | Use commas for lists.  |
|  | 16 | Use apostrophes for contracted forms and the possessive.   |
| Overall Text and Structure               | 17 | Write narratives about personal experiences and those of others [real and fiction]   |
|  | 18 | Write about real events.   |
|  | 19 | Write poetry, narratives and recounts adapting style accordingly.  |
|  | 20 | Independently, write down some ideas, key words and new vocabulary to improve their own writing [on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing] |
| Presentation, Evaluation and Improvement | 21 | Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.  |
|  | 22 | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.   |
|  | 23 | Use spacing between words that reflects the size of the letters.   |
|  | 24 | Evaluate their writing with the teacher and other pupils against success criteria.   |
|  | 25 | Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently [sitted to sat]  |
|  | 26 | Notice most of their own and others' spelling and punctuation errors quickly and knows how to correct them.  |
|  | 27 | Read aloud what they have written with appropriate intonation to make the meaning clear.   |
| Exceeding Criteria:                      |    |  |
|  | 28 | Consistently correctly spell high-frequency and common exception words for Year 2 across the curriculum.   |
|  | 29 | Consistently and independently demarcates sentences accurately in a range of texts across the curriculum.  |
|  | 30 | Confidently and consistently uses appropriate structure and language of the chosen form and is able to explain why specific words or features were chosen and for what effect.   |

# Writing - Targets and Expectations

| Assessed Writing |      |        |      |        |      |
|------------------|------|--------|------|--------|------|
| Autumn           |      | Spring |      | Summer |      |
| Test             | Data | Test   | Data | Test   | Data |
| 0.0              | 2    |        | 1    | 0.0    | 0    |
| 0.1              | 3    | 0.1    | 2    | 0.1    | 1    |
| 0.2              | 4    | 0.2    | 3    | 0.2    | 2    |
| 0.3              | 5    | 0.3    | 4    | 0.3    | 3    |
| 0.4              | 6    | 0.4    | 5    | 0.4    | 4    |
| 0.5              | 7    | 0.5    | 6    | 0.5    | 5    |
| 0.6              | 8    | 0.6    | 7    | 0.6    | 6    |
| 0.7              | 9    | 0.7    | 8    | 0.7    | 7    |
|                  |      | 0.8    | 9    | 0.8    | 8    |
|                  |      |        |      | 0.9    | 9    |

## Year 2 - SATs

|    |                                |
|----|--------------------------------|
| 13 | Use capital letters correctly. |
|----|--------------------------------|

- 3 Why does the underlined word start with a **capital letter** in the sentence below?

Dad cleaned the kitchen and Joe helped.

\_\_\_\_\_



1 mark

|    |  |
|----|--|
| 12 | Use full stops correctly.                                |
| 13 | Use capital letters correctly.                           |
| 14 | Use exclamation marks and question marks correctly.      |
| 15 | Use commas for lists.                                    |
| 16 | Use apostrophes for contracted forms and the possessive. |

- 4 Look at where the arrow is pointing.

Archie the hamster eats seeds nuts and dried peas every day.



Which punctuation mark is needed?

Tick **one**.

an apostrophe

☐

a comma

☐

a full stop

☐

a question mark

☐


1 mark



# Year 2 - SATs

6 Usually correctly apply the suffixes '-ment', '-ness', '-ful', '-less', '-ly' to root words ending in a consonant (see left) and to exception words ending in '-y' [merriment, happiness, plentiful, penniless, happily]

9 Draw a line to match each word to the **suffix** that turns it into a noun.

| Word  | Suffix |
|-------|--------|
| kind  | ness   |
|       | ment   |
| enjoy | ness   |
|       | ment   |

8 Write expanded noun phrases using descriptive language [the enchanted castle]

12 Tick the **noun phrase** below.

- Tick **one**.
- the tiny insect ☐
  - so quickly ☐
  - had been eating ☐
  - very colourful ☐

1 mark

## Year 2 - SATs

9

Write the present and past tenses correctly and consistently including the progressive form ['-ing' verbs]

18

Which sentence is written in the **present tense**?

Tick **one**.

Mum took Ella breakfast in bed. ☐

Mum makes Ella a hot drink. ☐

Mum gave Ella a book. ☐

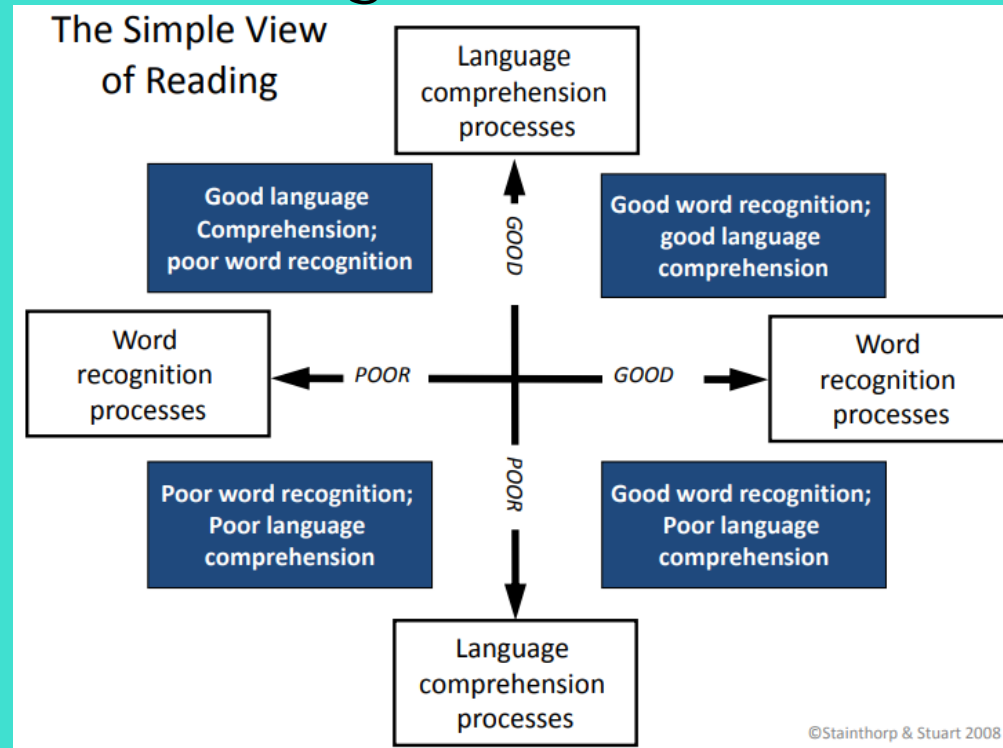
Mum told Ella a story. ☐



1 mark

# Reading

Reading is not a race!



## KS1 - Reading Test

### Emphasis on comprehension!

**5** Why was Molly always too busy to tidy up?

---



1 mark

**6** Where did Molly look for the octopus?

Write down **one** place.

---



1 mark

**7** *Then she had an idea...*

The word *idea* means...

Tick **one**.

a dream.

☐

a feeling.

☐

a thought.

☐

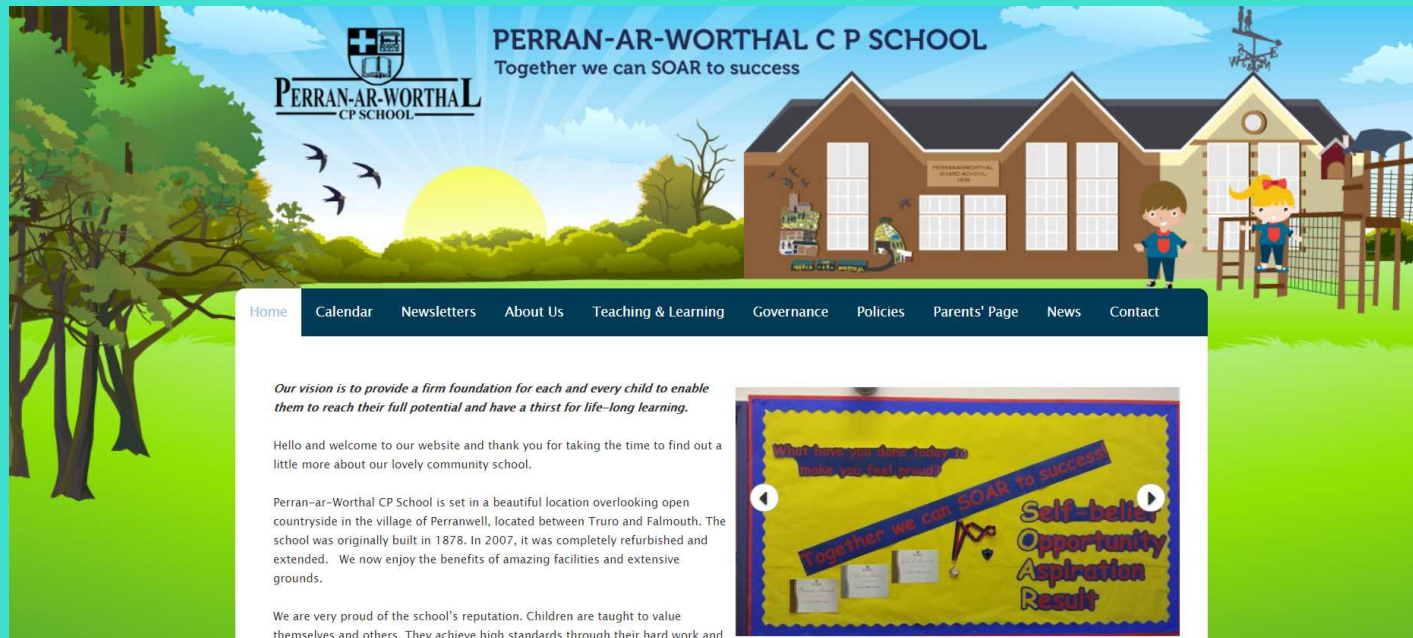
an adventure.

☐

1 mark

### Help at home: Website

On the school website, there is an area specifically for English. It is named 'English Information' and is found under the banner 'Teaching and Learning'.



Thank you!

## Parents Meeting KS1

## Attachments

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Cursive-Letter-Formation-Powerpoint-with-Rhymes-Lower-Ability.ppt