

## English Curriculum Morning FAQs

### **Can I find out more about phonics including the tracker and assessment?**

There will be a phonics curriculum morning in the Summer Term led by Aisling Shanahan date TBC.

### **Can we have a list of the 40 words that year 1 will be tested on?**

This list is released by the DfE for formal assessment purposes only. It will include real words and “alien” (nonsense) words which include all the phonic blends in the Year 1 curriculum. The children are familiar with the format of the test.

### **What happens to the 10% of children who are dyslexic or have special needs?**

Children with additional needs will have the curriculum adapted in line with the discussions you will already have had with the class teacher and SENCo. Each child’s needs are individual but support may include additional resources in the form of word banks, coloured laminates, pre-teaching of a text, handwriting prompts or additional interventions at another time of the day, focusing on specific needs.

### **Is there an on-line learning/development aid/spellings/curriculum targets/app for grammar?**

There are some guidance notes in the English section on the school website for ways to support spelling at home. These include some on-line activities. Sites for grammar include:

<http://www.bbc.co.uk/skillswise/english/games>

<https://uk.ixl.com/ela/>

<http://www.grammar-monster.com/>

When searching for additional support, be sure to check that the app ties in with the national curriculum expectations as there are lots of other support sites available, primarily for speakers of other languages and the terminology may differ from what the children are familiar with.

### **What is the rationale behind cursive writing in reception?**

The reason for teaching a joined script from the outset is primarily that if children learn to print, they will subsequently have to relearn how to write for a second time when they are taught to join letters. In addition, many children who print regularly confuse capital letters and small letters in their writing: this is far less likely to happen if they write in a joined script from the start.

In continuous cursive writing, words are written in one set of movements, without the pencil being taken off the paper, helping the motor memory store spellings. This is especially important for those irregular spellings which so many children find hard to commit to memory.

Children will be familiar with many different fonts in their reading and are aware that handwriting differs from print.

**When do they get streamed for English?**

Children are not streamed for English. Teaching is adapted to provide appropriate challenge to all children in the school.

**Is there more that can be done so parents can support the learning in a consistent way at home?**

- Please refer back to the Top Tips for supporting spelling on the website.
- Spelling lists for each half-term are sent home in paper and electronic form.
- Parents of children needing additional support at home with handwriting will be aware of this and will have the resources to support them.
- Please read with your child and discuss their reading on a daily basis. Share your love of reading e.g. by discussing your own reading tastes or taking them to the library.
- Follow up with questions from Talking Homework relating to the texts covered in class.

The Curriculum expectations for English for each year group are on the school website.

If you have any further questions relating to the specific needs of your child, please contact your class teacher.