

English

Home Learning Support

English is taught daily in school and we follow a scheme of work called Pathways to Write. The scheme has a focus book for each half term and the book is only revealed to the children bit by bit so **DO NOT READ IT ALL AT ONCE**. On the English Plan there will be a link to a YouTube video of the book so please don't feel like you have to purchase it. Read the plan carefully to make sure you don't read or watch too much.

Each day the children will be asked to complete a small writing task and the aim is quality over quantity. At the top of each worksheet there is an objective to work towards and occasionally other things we are aiming for.

When the children are writing below is what we are looking for:

- Finger spaces between words.
- Capital letters at the beginning of sentences.
- Full stops at the end of sentences.
- Phonetically spelt words - this means that the words will not necessarily be spelt correctly but if you say them phonetically you will be able to understand what it means. **Please encourage children to sound out the words they want to write.**

Extra Support

- Keep the sentences simple (4 or 5 words).
- Say the sentences multiple times and ask your child to repeat it.
- How many words does it have?
- Keep the words simple (phase 2 tricky words and 3/4 letter words only).
- Try writing the sentence for your child and asking them to chop it up into words and stick it down in order. They should then try and write it.

Challenge

- Children should be spelling phase 2 and 3 tricky words correctly.
- Children should be encouraged to use adjectives (describing words) to improve the quality of their sentences.
 - E.g. The **black** cat.
- Children should be encouraged to use conjunctions such as 'and' and 'because' to make their sentences more complex.

Resource 1 - Tricky word mat.

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	



Resource 2 - Alphabet line.

