

Enjoyment – Achievement – Respect

A guide for parents and carers

English teaching at
Tannery Drift First
School: Foundation Stage



Tannery Drift
First School

ROYSTON · HERTFORDSHIRE

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English teaching at Tannery Drift First School

During their time at school children are taught the skills of speaking, listening, reading and writing through studying a variety of styles of writing (genres), which include both fiction and non-fiction.

Activities, both child and adult led, are planned so that children will share a range of texts and be supported in their understanding of a range of fiction and non-fiction books and information.

They will be given lots of opportunities for drama through role play, activities and speaking. Children will be supported when they are ready in beginning to record their stories and ideas in written form or by using appropriate ICT for recording.

Foundation Stage English teaching

A broad and varied range of texts and drama opportunities will be carefully planned for children to develop their literacy skills.

Teachers within a key stage may sometimes work together on a type of text when it links with a topic, adapting the outcomes of the unit to meet the needs of different learners. Information about specific texts being used is sent home regularly in weekly overview letters, half-termly curriculum maps, and termly newsletters. Opportunities to see work your child has been involved in are given at regular Open Evenings, in their Learning Journals and at Parents' Evenings.

Children will be encouraged to listen to and become familiar with a wide range of texts including:

Those with predictable phrasing e.g.

Handa's Hen - Eileen Browne
We're Going on a Bear Hunt - Michael Rosen
Over on the Farm - Christopher Gunson

Stories reflecting their own experiences

Where's My Teddy? - Jez Alborough
Owl Babies - Martin Waddell
Naughty Bus - Jan and Jerry Oke
Dogger - Shirley Hughes

Traditional tales – fairy tales

The Gingerbread Boy - Ian Beck
Goldilocks and the Three Bears - Ian Beck
Little Red Riding Hood - Ian Beck

Simple non-fiction information books

Any of these texts would be ideal to share with your child at home. Many of the authors have also produced other stories which would be appropriate.

Children will also read, or have read to them, a wide range of non-fiction texts (including posters, leaflets and selected websites) at an age and appropriate skill level to develop their understanding of a wide range of texts.



Curriculum Content

Speaking and Listening

The children will become more familiar with and confident in using language in a variety of situations. They will, for example:

- Listen to and join in with talking about a wide range of books and poems
- Recognise and join in with predictable phrases
- Learn some simple rhymes and poems to recite by heart
- Discuss the meaning of words and extend their vocabulary
- Change their speaking or movements when taking on a role of a character during play.

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

In the foundation stage, children begin to learn to read words using phonics as well as learning to recognise words that cannot easily be sounded out e.g. *once*.

Further information regarding phonics and school reading schemes can be found on the school website.

As well as being able to read or recognise words, children need to understand what they hear and develop a life-long love of reading. They will learn to do this through carefully structured activities using a wide range of high-quality books. They are encouraged to:

- Make links between their own experiences and the story
- Check that they understand what they are reading or hearing

- Talk about the title and the main events
- Predict what might happen before they read it
- Join in with predictable phrases.

Writing

In the foundation stage children develop their writing through the following areas as it becomes appropriate to their age, skill level and understanding:

Spelling:

- Spell words using phonics
- Learn commonly used whole words that are difficult to sound out.

Handwriting:

- Begin to hold a pencil correctly
- Begin to form letters and digits correctly and confidently
- Begin to leave spaces between words.

Composition:

- Speak in whole sentences
- Organise their thoughts and say what they would like to write
- Develop a wider vocabulary.

For further information, please refer to our information leaflets about spelling, phonics, reading and supporting your child at home. Your child's class teacher will also be happy to provide further guidance.

Should you wish for a more detailed explanation, please follow this link to the Primary National Curriculum document: www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum