



## Feedback from Lower Key Stage 2 children about English (September 2022)

### General questions about English

*Children from Lower Key Stage 2 have feedback on English. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages*

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| <b>What is English about?</b>   |
| <ul style="list-style-type: none"> <li>• A way to express your ideas through your writing.</li> <li>• Learning about different types of writing e.g. formal/informal, information text, diary etc.</li> <li>• Learning about different types of grammar.</li> <li>• Learning to read.</li> </ul>  |
| <b>Why is English important?</b>  |
| <ul style="list-style-type: none"> <li>• To help you get a job in the future.</li> <li>• You will always need to read in the future.</li> </ul>   |
| <b>Tell me about your favourite piece of work in English and tell me why you enjoyed learning about this.</b>   |
| <ul style="list-style-type: none"> <li>• Writing a letter to the President to persuade them to stop deforestation. I enjoyed learning about the rainforest and what happens in different parts of the world. I wanted to write a letter to stop deforestation to make a difference.</li> <li>• Reading 'The Chronicles of Narnia' and writing a story along the same theme. I enjoyed using my imagination to think of ideas for my story.</li> </ul>   |
| <b>Are there any areas in English that you are still unsure about?</b>  |
| <ul style="list-style-type: none"> <li>• Using apostrophes in the right place.</li> <li>• Spelling trickier words.</li> <li>• Knowing how to set my work out in an information text.</li> </ul>   |
| <b>How do you know if you are doing well in English?</b>  |
| <ul style="list-style-type: none"> <li>• Getting ticks on my work.</li> <li>• Reading targets so that I know how to improve my next piece of work.</li> <li>• Positive comments in my books.</li> <li>• Getting team points.</li> <li>• Certificate in assembly – 'Star of the Week'.</li> <li>• 'Super Writer Award'.</li> </ul>   |
| <b>What happens if you are finding work difficult in English?</b>   |
| <ul style="list-style-type: none"> <li>• Ask an adult in the room for some help.</li> <li>• Work with a partner or a group.</li> <li>• Completing activities with more support as a whole class.</li> <li>• Working as a group to come up with ideas.</li> <li>• The three 'b's'. Look back in your book, ask your buddy (partner) and ask your boss (teacher).</li> </ul>  |
| <b>What do you need to do to improve your learning in English?</b>  |
| <ul style="list-style-type: none"> <li>• Learning how to use apostrophes in the correct place.</li> <li>• Learning how to set out speech.</li> <li>• Writing y, f and g correctly using the line guides.</li> <li>• Learning to join my handwriting.</li> </ul>   |
| <b>In September, you completed some work on the text Coming to England in English, what can you tell me about it?</b>   |
| <ul style="list-style-type: none"> <li>• We wrote diaries as the character of Floella.</li> <li>• A diary is written in the past tense because you talk about things that have already happened.</li> <li>• We wrote about how Floella felt in different parts of the story. Her feelings changed.</li> <li>• We looked at using better adjectives in our writing e.g. disappointed, amazed, excited.</li> <li>• We thought of adjectives for different parts of the story before we started writing then we had some ideas to choose from.</li> <li>• Written in the first person – 'I' and 'we'.</li> </ul> |

**'Never settle for less than your best'**

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12



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#### If you were to complete this work again, what would you do differently?

- Use some new vocabulary; adjectives that I haven't heard of before.
- Describe Floella's feelings more.
- Included more adjectives.

#### Can you explain what some of this English vocabulary means?

Adjective – a describing word. It's used to describe a noun.

Noun – a person, a place an object or a thing.

Adverb – a word that describes a verb e.g. quickly.

Verb – a word that describes the action of your body e.g. blink, running, jumping.

Conjunction – a word that connects two parts of a sentence to make it longer e.g. and, but, because.

Comma – used instead of and in a list.

Inverted commas – to mark speech.

Fronted adverbial – don't know

Clause – a part of a sentence that if you take it away it still makes sense.

#### Can you think where this learning link to things that you have learned before in English with a different teacher?

- Writing diaries in year 2 about The Great Fire of London.
- Writing in the past tense when we wrote a newspaper about the Queen.

### Subject specific questions about English

#### What is your favourite text that you studied? Why?

- Meerkat Mail – I really like animals and a meerkats are one of my favourite animals. We also got to learn about a Jackal.
- The Chronicles of Narnia – lots of suspense and you don't know what is going to happen. The story is imaginative. My favourite character is the lion.

#### What are the features of an information text?

- True real life facts.
- Glossary.
- Heading.
- Paragraphs.
- Sub-headings.
- Picture.
- Third person.
- Present tense.

#### What different texts have you looked at in book talk?

- Dangerous animals.
- Speech – I've Got a Dream.
- Coming to England.
- Roald Dahl.

#### What could we do to make our library better or encourage more people to visit?

- Reading stories to younger children at dinner time.
- Have a book club for older children to talk about books they have read.

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# St George's Central CE Primary School and Nursery



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### Action to take as a result of Lower Key Stage 2 Pupil Feedback on English

- Lots of revision of grammatical features to ensure children can readily recall and provide examples.
- Providing children with opportunities to answer a range of types of questions linked to grammar e.g. what is the underlined word class, re-write the sentence using a fronted adverbial etc.
- Further work in handwriting lessons, ensuring children know which letters should touch which line to ensure consistency in size.
- Look at what fronted adverbials are.
- Look at how commas are used to mark fronted adverbials.
- Further work on the use of the apostrophe.

**Next Pupil Feedback review: Spring Term 2023**

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