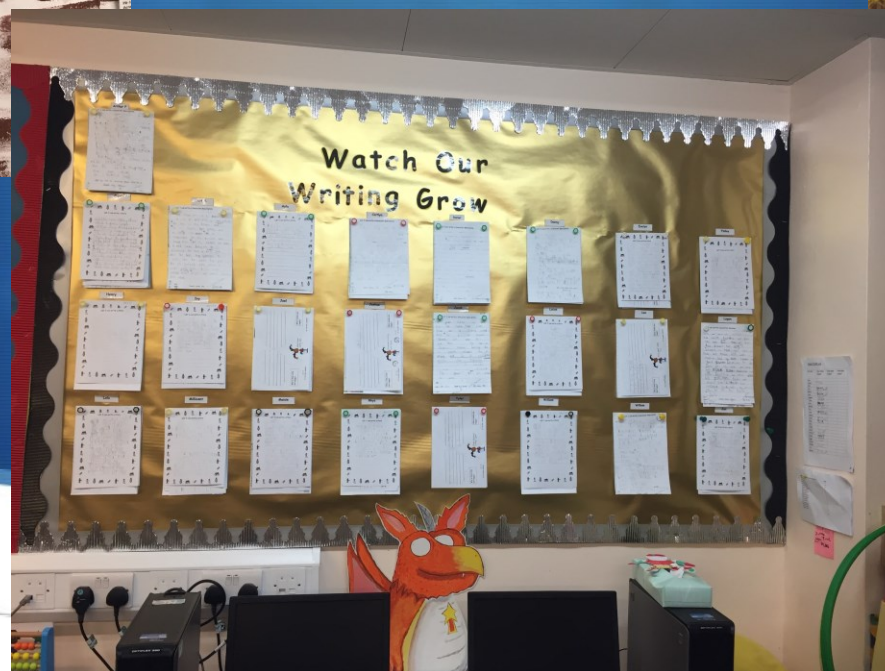


English



Aims

- Share the different elements of the English Curriculum.
- Impact in the classroom
- Discuss how each aspect is taught across the Federation
- Discuss how the English curriculum is delivered at each key stage.
- Explanation of the importance of reading and spelling
- Overview of Assessments.

Changes

There is a much higher focus in the new curriculum on the teaching of phonics, grammar and transcription.

Expectations have been raised within the new curriculum.

Children are expected to master, use and apply their skills in a range of contexts.

The biggest change is that there are no levels within the new curriculum with children working towards age related expectations.

Reading

- Word Reading
- Comprehension

Writing

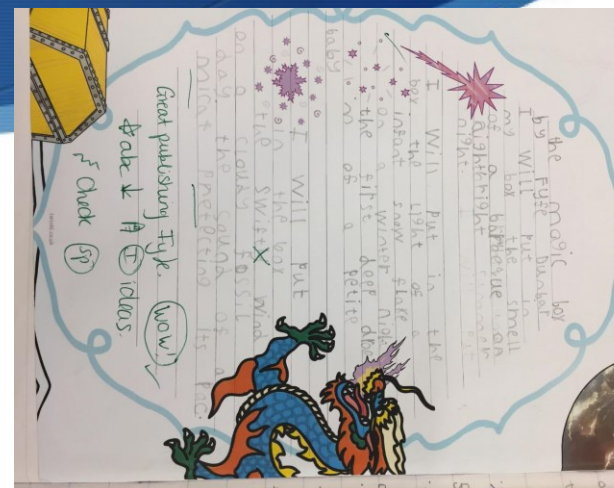
- Composition
- Transcription (spelling and handwriting)
- Grammar

Communication

- Speaking and Listening
- Performing

English across the curriculum

- Reading, Writing and Communicating for a real purpose.



Reading



- Phonics-Letters and Sounds (Reception, Year 1 and intervention)
- Shared Reading (whole class reading)
- Reading skills (the individual reading skills are taught including comprehension)
- Individual reading (with parents and additional support in school for those who need it)
- Reading for pleasure (individual reading of books of own choice)
- Reading across the curriculum/for a real purpose.

Quality Texts

Quality texts evoke an emotional response from the reader.

How...

- language choices - thoughtful, powerful, selective
- memorable characters
- setting - breathtaking, familiar, imaginative
- compelling plot
- pace - mood - tension
- design - layout
- illustrations - mind expanding - do not underestimate!

Picture books are not just for children!

Reading at Home

Reading with your child is vital.

- Research shows that it's the single most important thing you can do to help your child's education.
- You are the child's first and most important teacher.
- Model reading as the norm in your home – let your child see his parents / siblings etc. reading for enjoyment as well as purpose.
- Think of ways to make reading fun.

Helping at Home

Reading requires two skills:

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.

Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

The Parts of a Parent Reader

A Smart Mind,
to understand
the importance of
reading
with their child daily.

Eyes,
for seeing their child
and showing how
engaged they are.

Ears,
to listen to
their child's
questions.

A Mouth,
for reading books
to their child,
20 minutes
every day.

A heart,
to love and
desire a good
education for
their child.

Hands,
for hugging
their child
close while
reading a
favorite
book.

Books,
to share every day
with their child
to build their
language and
literacy.

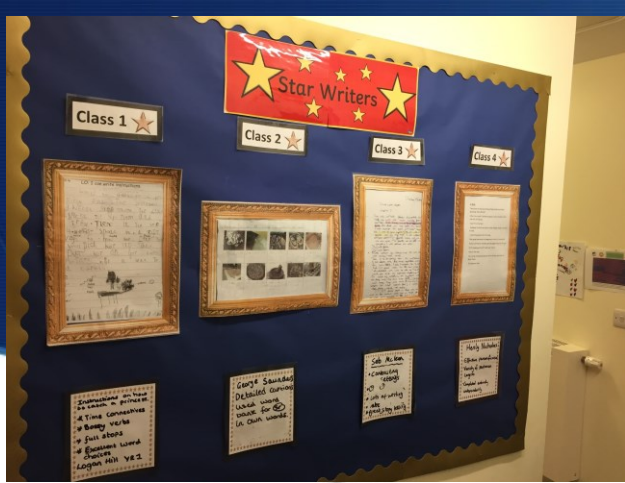
Feet,
for walking to the
library each week to
discover new books.



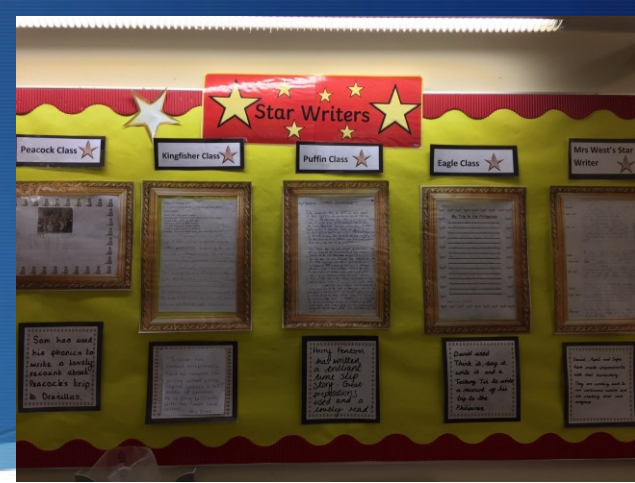


Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.

- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the words and read the story using the pictures.
- Talk about what is happening and what might happen next. Leave the story on a cliffhanger!



Writing



- Phonics- (Reception, Year 1 and intervention)
- Guided Writing (in smaller groups)
- Individual writing
- Writing across the curriculum/for a real purpose
- Spelling
- Punctuation and Grammar taught through Literacy lessons

Progression



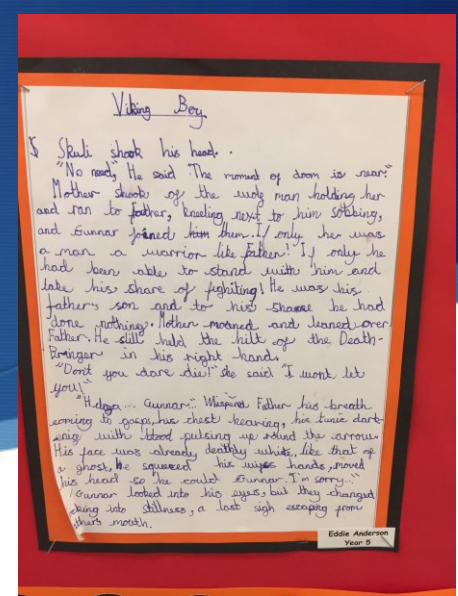
Key Stage 1 (Years 1 and 2)

- Phonics lessons for most children in year 1 and into year 2
 - Phonics screening test (usually in June).
- Year 1 pupils and those in year 2 who did not meet the required standard in year 1.
- Extended writing lessons.
 - Literacy Skills
 - Reading Skills
 - Individual reading
 - Reading, writing and communication across the curriculum and for a real purpose
 - Discrete handwriting sessions.
 - Termly assessments

KS2

Key Stage 2 (Years 3-6)

- Daily Literacy skills sessions- both reading skills, SPaG and discrete handwriting sessions
- Individual readers
- Reading, writing and communication across the curriculum and for a real purpose.
- End of Key stage SATs tests for Reading and SPaG (Spelling, Punctuation and Grammar).
- Writing is assessed by class teachers and moderated separately
- Feedback, developmental marking
- Learning labels- differentiated steps to success



Grammatical Terminology

Year 1

word, sentence, letter, singular, plural

Year 2

verb, tense (past, present), adjective, noun, suffix

Years 3

word family, conjunction, adverb, preposition, direct speech, prefix, consonant, vowel, clause, subordinate clause

Year 4

pronoun, possessive pronoun, adverbial

Year 5

relative clause, modal verb, relative pronoun, parenthesis, determiner, cohesion, ambiguity

Year 6

active and passive voice, subject and object, synonym

Spelling Test

accelerator	immacolete	propeler
rasberry	sherriff	sieve
gaurdian	effervescent	perspiration
necessary	because	begining
tonsilitis	libary	cupboard
peeple	misspell	modelled
innocuous	wierd	seperate
surprizing	leisure	center

Which are correct?

How could you help someone learn to spell the others?
What words are commonly misspelled within our school?
What words do you often have to think about?

All Correct?

accelerator	immaculate	propeller
raspberry	sheriff	sieve
guardian	effervescent	perspiration
necessary	because	beginning
tonsillitis	library	cupboard
people	misspell	modelled
innocuous	weird	separate
surprising	leisure	centre

Spice Up Spelling

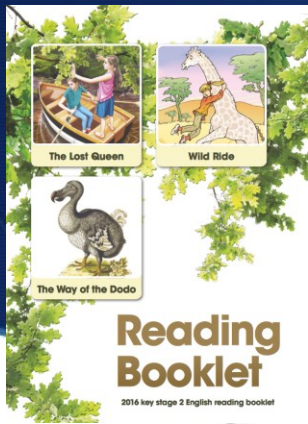


Spice Up Spellings

Your child will have a list of words generated for them. Please select from any of the activities to help support your children's spellings. Encourage them to use a variety of the challenges and once completed please sign and date.

Mild 	Medium 	Hot 	Extra Hot 	XX SPICY 
Handwrite your spelling list in a variety of styles and <u>colours</u> .	Put your spellings into sentences.	Create short acrostic poems for your spellings.	Use a dictionary to find the definitions to the words and write them down.	Ask a partner to read out your spelling words in a sentence and you write it. (Dictation)
Signature: Date:	Signature: Date:	Signature: Date:	Signature: Date:	Signature: Date:
Write your spellings in alphabetical order	Write your spelling words into silly sentences and underline the spelling.	Spelling Tennis – sound the word out loud with a partner.	Write a conversation between two people using your spelling list.	Order your spellings from easiest to hardest. Explain why you chose that order.
Signature: Date:	Signature: Date:	Signature: Date:	Signature: Date:	Signature: Date:
Create your own crossword for your spelling list.	Record yourself saying the spelling word and clapping the syllables.	Create a tongue twister with your words	Write a song using the words from your list.	Find the etymology of your spelling words and write them down.
Signature: Date:	Signature: Date:	Signature: Date:	Signature: Date:	Signature: Date:
Illustrate your spellings.	Put your spelling words into a <u>Wordle</u> www.wordle.net	Exercise as you spell the words out loud – hopping, jumping, skipping etc	Create an abstract artwork using your spelling words.	Write your spelling words and then look for smaller words within those words eg: 'slide': side, lid, lie, led etc.
Signature: Date:	Signature: Date:	Signature: Date:	Signature: Date:	Signature: Date:

Assessment



Statutory:

KS2 SATS - reading, writing and SPAG

Year 1 phonics

www.gov.uk

KS1 - SATs - including optional SPAG

Tick one box in each row to show if the underlined clause is a main clause or a subordinate clause.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

Tick one box to show which part of the sentence is a relative clause

The table which is made of oak is now black with age.



7

Complete the sentence with an appropriate **adverb**.

She completed her homework _____.

4

Draw a line to match each sentence to the correct **determiner**.
Use each determiner only **once**.

Sentence

At the zoo we saw
_____ owl.

There was also _____
cute baby penguin.

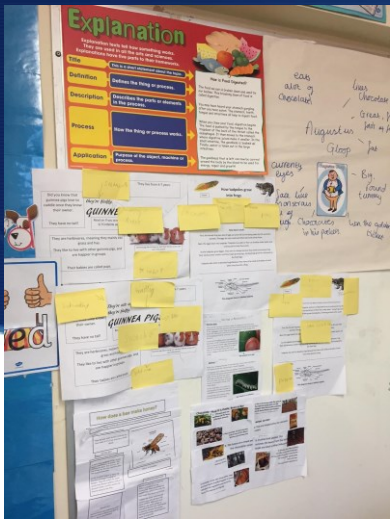
I thought it was _____ best
day ever.

Determiner

a

the

an



Thank You!

I hope you found the information useful. Please complete the feedback form as we would really welcome your comments so it can inform future sessions.

Do you have any questions?