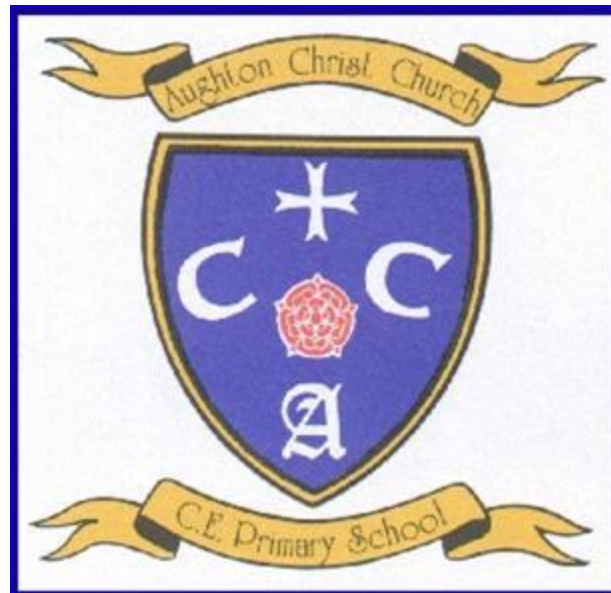


English Curriculum Information for parents

Wednesday 9th March 2016



The aims of our meeting:

- To explain changes to the English Curriculum.
- To explain how we teach English to your child in school.
- To give suggestions and ideas on how you can help your child at home.



Some key changes from 2014:

- “**Literacy**” is now referred to as ‘**English**’.
- The new curriculum specifies only what should be taught, not how it should be taught.
- The new curriculum has basically been divided across the three phases in primary schools i.e. Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.
- It is more knowledge based; meaning its focus is on knowing facts-we will **STILL** be developing skills and understanding



Some key changes from 2014:

Spoken English (was called Speaking & Listening)

Is not age-differentiated. The programme of study covers the whole of the primary age range.

Children are to be taught debating and presenting skills

Handwriting

it is expected to be fluent, legible and speedy

Pupils need to know when to use capital letters, ascenders, descenders and when to join or not



Some key changes in Reading from 2014:

Heavily reliant on “**word**” level using:

- phonetic knowledge,
- learning contractions (I’ m, we’ll)
- building on spelling patterns

by KS2 it’s all about applying this knowledge

Comprehension

KS1

understanding of different types of texts (poetry/fiction non-fiction)

Reciting / discussion / taking turns within Guided Reading

Developing a wider range-quality text /vocab

LKS2

emphasis on developing performance-understanding of intonation, tone volume, action

Inference / retrieving / presenting

UKS2

making recommendations and predictions / reciting by heart (poetry) /

summarising use of language

Challenging and justifying views .



Some key changes in writing from 2014:

- There is a stronger emphasis on **vocabulary development, grammar, punctuation and spelling**
- There are more objectives covering the various stages in the writing process.
- Emphasis is on planning / drafting / evaluating and revising texts.
- Composition-checking writing makes sense / re-reading work / reading it aloud / editing and evaluating work.
- Stamina for writing by year - longer passages, detailed punctuation.
- Using the correct grammar.
- Joining clauses, punctuating sentences (. C ! ?-now in year 1)



Assessment and Testing of the New English Curriculum:



- New end of key stage statutory assessments introduced this year for years 2 and 6 where children will be judged to have met (or not) end of key stage expectations.
- National Curriculum levels have been removed
- The New National Curriculum tests will be more demanding, with a higher and more ambitious expected standard to ensure children are 'Secondary ready'
- The Phonics Screening Test in year 1 has remained.
- Throughout school, children will be teacher assessed on whether they are secure in their year group age related expectations.
- At Aughton Christ Church we assess children's learning against the Key Learning Indicators of Performance (KLIPs) to help teachers make a judgement as to whether a child is "on track" to achieve that year group's expectations. Children are judged termly to be entering, developing or secure in their particular year group



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Identify clauses in sentences. ▶ Explore and identify main and subordinate clauses in complex sentences. ▶ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so.</i> ▶ Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> ▶ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> ▶ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i> ▶ Use inverted commas to punctuate direct speech (speech marks). ▶ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). ▶ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> ▶ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. ▶ Explore and collect nouns with prefixes <i>super, anti, auto.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ <u>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</u> <p>Drafting and writing</p> <ul style="list-style-type: none"> ▶ Create and develop settings for narrative. ▶ Create and develop characters for narrative. ▶ Improvise, create and write dialogue. ▶ Create and develop plots based on a model. ▶ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ▶ Use different sentence structures (see VGP). ▶ <u>Group related material into paragraphs.</u> ▶ <u>Use headings and sub headings to organise information.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</u> ▶ Discuss and propose changes with partners and in small groups. ▶ Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a group or class. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous</i>, and understand how to add them. ▶ Add suffixes beginning with vowel letters to words of more than one syllable. ▶ Spell homophones and near homophones. ▶ Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i> ▶ Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure.</i> ▶ Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure.</i> ▶ Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> ▶ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> ▶ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> ▶ <u>Use the first two letters of a word to check its spelling in a dictionary.</u> ▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▶ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Form and use the four basic handwriting joins.</u> ▶ <u>Write legibly.</u>



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Read books at an age appropriate interest level. ▶ Use knowledge of root words to understand meanings of words. ▶ Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>. ▶ Use suffixes to understand meanings e.g. <i>-ly, -ous</i>. ▶ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▶ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>. ▶ Regularly listen to whole novels read aloud by the teacher. ▶ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>. ▶ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. ▶ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>. ▶ Sequence and discuss the main events in stories. ▶ <u>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</u> ▶ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. ▶ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. ▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text</p> <ul style="list-style-type: none"> ▶ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▶ Explain the meaning of unfamiliar words by using the context. ▶ Use dictionaries to check meanings of words they have read. ▶ <u>Use intonation, tone and volume when reading aloud.</u> ▶ <u>Take note of punctuation when reading aloud.</u> ▶ Discuss their understanding of the text. ▶ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character...</i> ▶ <u>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</u> ▶ Make predictions based on details stated. ▶ <u>Justify responses to the text using the PE prompt (Point + Evidence).</u> ▶ Discuss the purpose of paragraphs. ▶ Identify a key idea in a paragraph. ▶ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc. <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▶ <u>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</u> ▶ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>. ▶ Quickly appraise a text to evaluate usefulness. ▶ Navigate texts in print and on screen. ▶ Record information from a range of non-fiction texts. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▶ Participate in discussion about what is read to them and books they have read independently. ▶ Develop and agree on rules for effective discussion. ▶ Take turns and listen to what others say. ▶ <u>Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</u>

How each aspect of English is taught at Aughton Christ Church

Reading

Taught in school through:

- Phonics- Letters and Sounds (Reception, Year 1 and Year 2)
- Shared Reading (whole class reading)
- Guided Reading (small groups)
- Individual reading (with parents and additional support in school for those who need it)
- Reading for pleasure (individual reading of books of own choice)
- Comprehension
- Reading across the curriculum/for a real purpose



How each aspect of English is taught at Aughton Christ Church

Writing **Taught in school through:**

- Guided Writing (in smaller groups)
- Individual writing
- Writing across the curriculum/for a real purpose
- Phonics, Spelling and Handwriting taught discretely
- Daily grammar warm ups taught within English lessons alongside additional discrete grammar lessons



How each aspect of English is taught at Aughton Christ Church

Communication

Speaking and Listening is promoted at Aughton Christ Church throughout the curriculum.

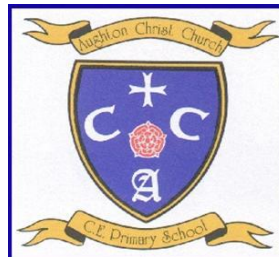
- Talk partners.
- Think, Pair, Share.
- Reading aloud to the class or an audience.
- Drama activities
- Self and peer assessment.
- Debates and discussions within the class.
- Performing to the class.
- Class assemblies and performances in all year groups.
- Use of digital media to record and appraise performances



Reading at Home

- Success in reading is fundamental to success in school.
- Reading is all about acquiring meaning; for enjoyment, information and understanding.

Every time you finish a book - do you always choose a harder one next time?





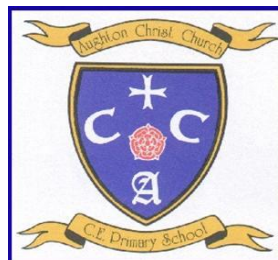
Reading at Home:

- As parents, you hold the key to helping your child become a confident, successful reader.
- The majority of reading your child does takes place at home and your help can determine how much they progress as readers.



Helping Your child 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 Your child 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.



What are Phonics?

- A **phoneme** is the smallest unit of sound in a word
- A **grapheme** is the letter, or letters, representing a phoneme

■ t

ai

igh



26 letters but 44 sounds or phonemes

unfortunately they can be spelt in 144 different ways!!

s ss se	a	t tt	i	p	n	
m	d	g	o	c k ck	e ea	
u	r	h	b	f ff ph	l ll	
j dge	v ve	w wh	x	y	z	
q	ch tch	sh	th	ng	wh	zh
ai ay a-e	ee ea e-e y ey	ie igh i_e y	oa o_e oe	oo ue ew u_e	er ir ur	
ow ou	oi oy	ear	air	ure	ar	or aw au



How do we teach phonics?

- **Phase 1:** speaking and listening, rhyme and alliteration, orally blending
- **Phase 2:** Phoneme/Grapheme correspondance: (s, a, t, p, i, n, m, d, og, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss)
- **Phase 3:** CVC words. Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo. Consonant digraphs ch, sh, th, ng. Letter progression y ,z, zz, qu, j, v, w, x.
- **Phase 4:** Segmenting and Blending for reading and writing
- **Phase 5:** Alternative spelling patterns, vowel digraphs
- **Phase 6:** suffixes, tenses, plurals



Phonics at home

Oral blending

- Simon says...
- I Spy....
- Full circle

Games

Play word building games....

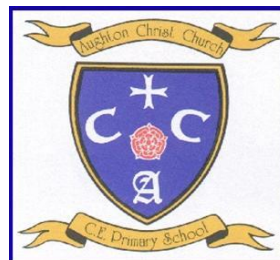
- -Magnetic letters on the fridge
- -Fish and spell games at bath time
- -Spelling in sand, shaving foam, paint etc.
- -Use websites like BBC



Helping Your child at Home

Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.



Talking about Books

Understanding (Comprehension)

It is not a test!

Do you like this book; why?

Who is your favourite character?

Tell me about a character in the book.

Which words tell you what the character is like?

How would you feel?

What do you think will happen next?

What would you do?

What have you learned about in your book?

What can you tell me about...?



Talking about Books

Understanding (Comprehension)

- Finding information on the page.
- Being able to find information that is *not* on the page. Looking for clues
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think
- Understand why an author has chosen certain words (word meaning).



Reading at Home – Enjoy!

- Make reading visible; have books available in your home
- Share books every day;
- Boys need to see that reading is something men do.
- Talk about books.
- Sit and listen - don't do chores around the reader!
- Respect choices.



Reading at Home – Enjoy!

- Choose a quiet time 10-15 minutes is normally enough.
- Always start by talking about the book together, look at the pictures, encourage prediction.
- Give them time, if your child mispronounces do not interrupt immediately, allow time for self correction.
- Encourage your child to work out unfamiliar words by using picture clues, sounding out or reading on to see what word would make sense.
- Remember! there is more to being a good reader than just being able to read the words accurately.



What to do if your child is stuck on a word



- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together?
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help





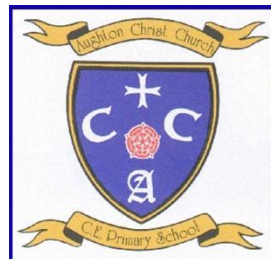
Reading to your child

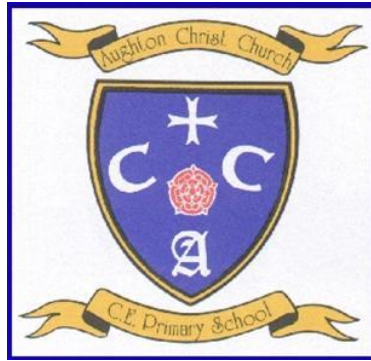
- Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction.
- Read them the book that was your favourite when you were a child.
- Read slowly, with expression. Try to use different and funny voices for characters.
- Follow the 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 at Home

- Make it real and make it fun
- Birthday and Christmas Lists
- Shopping Lists
- Letters and e-mails
- Holiday diaries





A parent is a child's first and longest serving teacher.

That relationship cannot end when the child goes to school.

Any Questions?

Thank You for Listening

