

WHILE YOU ARE WAITING, PLEASE SIGN A  
REGISTER AND TRY TO  
UNSCRAMBLE THE FOLLOWING ADVERBS

- 1) nyeutroalnuft
- 2) tuecnqnlosey
- 3) mdaeilry
- 4) vssiergelgya
- 5) malcyl
- 6) ruylfcela
- 7) dulreyihr
- 8) camienlgny



# UNSCRAMBLE THE FOLLOWING ADVERBS

- 1) unfortunately
- 2) consequently
- 3) dreamily
- 4) aggressively
- 5) calmly
- 6) carefully
- 7) hurriedly
- 8) menacingly



# THE NEW PRIMARY CURRICULUM FOR ENGLISH

TUESDAY 11<sup>TH</sup> NOVEMBER 2014

**It is divided into 4 key areas:**

- **Reading**
- **Spoken language**
- **Writing**
- **Transcription**

# READING

- **It is split into four strands: word reading, being a reader, comprehension, being a researcher.**
- Reading is taught cross-curricularly as well as in English lessons, small groups and individually. It will also be taught in Computing lessons and the library as research is included as an objective.
- It is recommended in the New Curriculum that reading is to be taught using phonic strategies only.
- In the new document, there is no longer a requirement for pupils to build up a sight vocabulary of high frequency words, or to use syntax and context when reading for meaning.



# READING

- **There is an emphasis on reading for pleasure.**
- One of the aims of English in the new National Curriculum is to *'develop [pupils] love of literature through widespread reading for enjoyment'*.
- This is to be achieved by ensuring that they *'develop the habit of reading widely and often, for both pleasure and information'*.
- It is also statutory for children to learn text off by heart.



## READING

- By year 4 children are expected to be able to read aloud fluently, have a growing bank of exception words and those that follow a convention, use a dictionary, discuss and understand what they have read being able to extract answers from a text.
- By year 6 it is expected that no direct word teaching will be necessary just revision. Children are expected to distinguish between fact and opinion, explain and discuss what they have read, give formal presentations on a given topic.



# SPOKEN LANGUAGE

- **Speaking and listening (now called *Spoken language*) has been slimmed down.**
- Unlike *Reading* and *Writing*, it isn't age-differentiated; a single, brief programme of study covers the whole of the primary age range which is repeated yearly building on to skills taught previously. This includes drama.
- By year 4 children should be able to prepare poems and play scripts to perform.
- By year 6 they should planning debates, using their voices, giving presentations.



# WRITING

It is divided into 5 strands. These are:

- **Planning** (including forming and articulating ideas)
- **Composing** (drafting and writing)
- **Evaluating** (revising texts)
- **Grammar and Vocabulary**
- **Punctuation**



# WRITING – GRAMMAR, PUNCTUATION AND VOCABULARY

- We have always taught it but in 2012 an end of key stage 2 test was introduced. The new curriculum has fallen in line with the test and now objectives in this area are very detailed.
- Children are to learn specific terms and rules for various forms of grammar.
  
- What do you know?
- Look at the following terms on your sheet that the children are expected to know?
- What do you think they mean?



# GRAMMAR QUIZ ANSWERS

- 1) Homophone – Words that sound the same when they are pronounced but spelled differently e.g. hear, here
- 2) Contraction – When two words are joined together with an apostrophe being used for the missing letter e.g. do not - don't, would not - wouldn't
- 3) Possessive pronoun – A pronoun (replacement for a noun he ,she ) that shows a belonging e.g. his, mine
- 4) Subordinate clause – A subordinate word tells us more about the meaning, a subordinate clause is extra information telling us more. e.g. The dog, which was angry, barked loudly.
- 5) Etymology – The history of a word and how its form and meaning have changed e.g. school comes from the Greek word *skhole* meaning leisure.
- 6) Modal verb – Verbs used to change the meaning of other verbs e.g. will, must. I can write. Can is the modal verb.



# PUNCTUATION

- Punctuation is built on year on year starting with full stops and capital letters, extending into question marks, exclamation marks and continuing into commas, dashes, speech marks, colons etc.
- We teach it explicitly but we can discuss it further through reading sessions: children who are reading have a better understanding and often use what they have seen in their books.
- Look at the sentences on your sheet.
- For each one, add the punctuation instructed.



# PUNCTUATION ANSWERS

- 1) I love reading ; I didn't want to go to the library.
- 2) Mr Smith - who loved music - often played the guitar to his class.
- 3) "I called the dog," her neighbour explained, "but he just wouldn't come! Would you believe it?"
- 4) "In order to make cakes it is necessary to use butter, flour and sugar," instructed the teacher then blushing as she recalled, "oh and eggs, don't forget the eggs!"



# TRANSCRIPTION - SPELLING

This includes spelling, handwriting and presentation.

- The curriculum is very specific about what spellings should be taught in each year group with Years 3 and 4 having one list and Years 5 and 6 having another.
- An investigative approach is recommended for spelling which ties in with our lessons on finding words fitting the spelling pattern.
- The term ‘spelling rule’ is now ‘spelling convention’ due to the exceptions.
- Teaching of spelling is encouraged not just giving a list but using spelling patterns, adding prefixes, suffixes etc.



# SPELLING TEST

- Listen to the following words and try to write them correctly.
- 1) accidentally
- 2) occasionally
- 3) separately
- 4) potatoes
- 5) pronunciation
- 6) correspondence
- 7) hindrance
- 8) accommodating



# TRANSCRIPTION – HANDWRITING AND PRESENTATION

- According to the new guidelines, joined handwriting should be in place by Year 2.
- Children will also be taught to type as part of Literacy and as a presentation tool.
- Most classes practise weekly.
- We are having a whole school focus on presentation in every subject.



# ASSESSMENT

- Levels are gone!
- We are assessing as year group bands rather than levels, with children moving on to the next programme of study when they are fully secure in their current band.
- As a staff we are introducing new assessment methods which we will discuss with you at a later date.



# WHAT CAN YOU DO TO HELP YOUR CHILD?

- Read with your child everyday for about 20 minutes. Write in their records.
- Talk about what they have read and what they enjoyed. Look at the website for ideas of questions to ask.
- Read in front of your child.
- Visit the library to access a wide range of books.
- Help them to learn their spellings.
- Find interesting and ambitious vocabulary.
- Encourage them to write in various forms e.g. your shopping list, keep a diary on holiday, letters, invitations.
- Ask what they have learned in class or have other conversations about subjects that interest them.
- Help them to learn poetry off by heart once a term.

Thank you for coming!

