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3 November 2016



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The English National Curriculum



The National Curriculum for English sets out its aims clearly:

- Promote high standards of literacy
- Develop children's love of literature through widespread reading for enjoyment.

It aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary,
- acquire an understanding of grammar
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



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The English National Curriculum



It lays out the statutory requirements in the form of objectives for:

Spoken Language

Reading

- Word Reading
- Comprehension

Writing

- Transcription
- Composition
- Vocabulary, Punctuation and Grammar

It does not offer the prescribed approach. Allows schools and practitioners to adopt a flexible approach, to take advantage of purposeful opportunities across the curriculum, to motivate and enthuse children whilst ensuring progression in all aspects of English.



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Changes to the English Curriculum



Reading – The curriculum’s intention is that children should read widely and with enthusiasm for pleasure and for meaning. Children to experience a range of fiction and non-fiction texts but a heavy emphasis is placed on the role of schools ensuring that reading takes place beyond the school gates. Children being able to discuss reading and justify ideas, using evidence to support. Extending more able readers.

Grammar – Much deeper focus on learning grammar explicitly. New lists of complex grammatical concepts, punctuation and spellings for each year to learn. Children will have to identify and label these as well as being able to use them. Grammar expectations have been pushed down the Year groups and is taught much earlier.

Writing – writing for real audiences consider the purpose/audience and make decisions about form of writing. Progression on text coverage – understand, use, apply.



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English lessons include:
4 writing lessons
1 GPS lessons
1 comprehension lesson
Five reading skills lessons.



power of reading
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The Importance of Reading



- Helps with writing
- Develops vocabulary
- Allows you to experience new things
- Is enjoyable
- Increases understanding of the world
- Increases life prospects
- Improves concentration
- Develops imagination
- Relaxes the body and calms the mind
- Is good for the brain
- Develops empathy





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Reading Research



Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures
In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

PEARSON UK



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Helping with Reading at Home



Of all the help you can give your child, the most important job you'll probably do is helping with reading. That's because learning to read is best taught on a **one to-one** basis, so giving your child a bit of shared **reading** time every day will make a big difference.



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Helping with Reading at Home



Reading should be **fun** – that way it will be more effective. Here are some tips:

- **Talk** about the story and the characters as you go along.
- Visit the **library** and borrow books you enjoy reading together.
- Choose subjects your child **prefers** - factual books or stories.
- Look for **words** in everyday life, not just books. Read newspaper headlines, shop signs or menus in cafes.

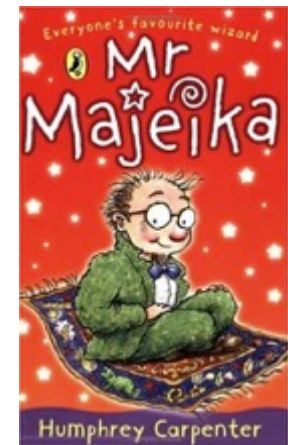
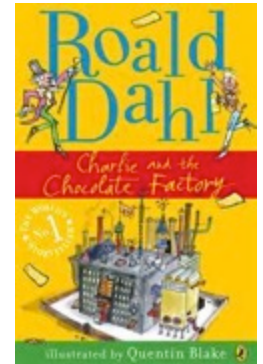
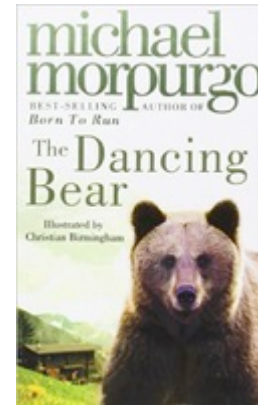
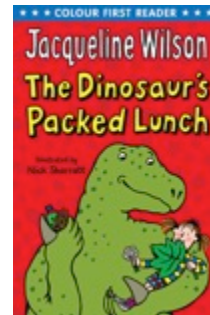
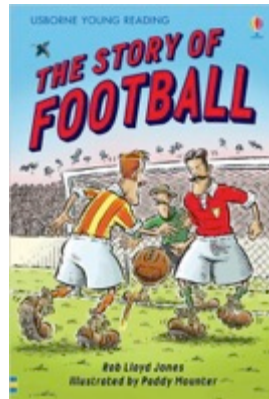
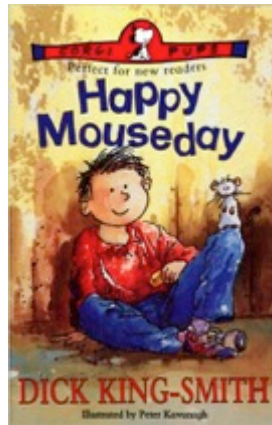
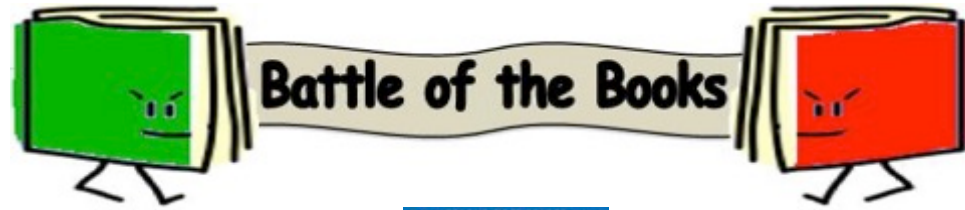


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Battle of the Books

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The Treetops Reading Scheme



This scheme provides a clear framework of questions that can be used to deepen your child's understanding of texts they read. These are appropriately matched for each child's individual needs.





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The Treetops Reading Scheme



- Huge variety to ensure every reader finds books they will enjoy and can read.
- A wide range of quality stories including humour, sci-fi, adventure, mystery and historical fiction providing plenty of choice. Explore own reading tastes.
- Books contain inside cover notes to support children in their reading.
- The books are finely levelled, making it easy to match every child to the right book.
- Introduces children to a wide selection of authors and writing styles.
- The stories build confidence, fluency and stamina with age-appropriate content that will interest and motivate children to read.



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The Power of Reading



- The Power of Reading is about teaching English through the use of high quality books and creative teaching approaches (such as art and drama).
- This approach aims to engage and motivate children.
- It also enables children to deepen their understanding of texts and provides a meaningful context for writing.

power of reading
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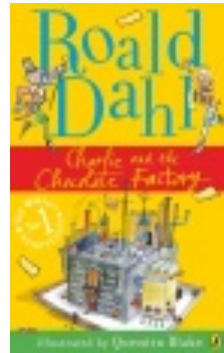
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The Power of Reading

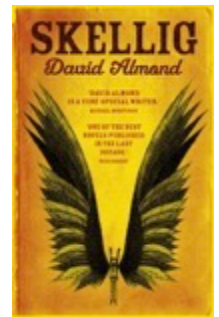
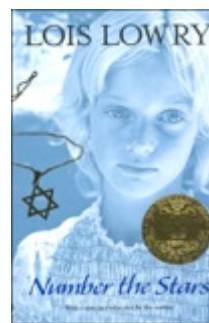
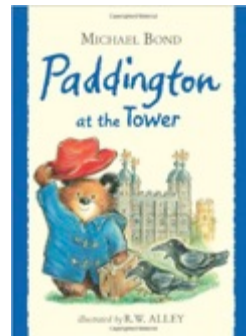
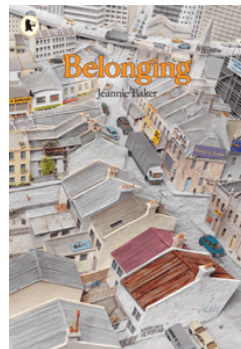
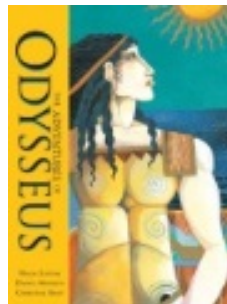
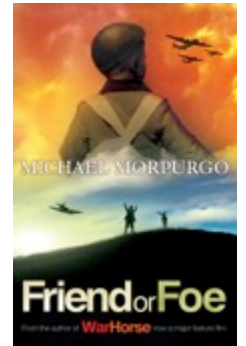
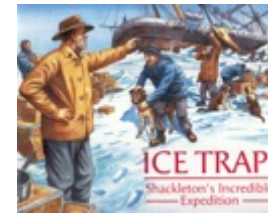
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Year 3



Year 4



power of reading





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Writing



- Children complete a 'cold' piece of writing at the start of a topic.
- Teachers then plan a series of activities according to the children's needs based on the cold piece. This could be over a series of 1-2 weeks.
- Children then write a 'hot' piece at the end of the topic to display all they have learnt.





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Writing



Every child will be set regular writing targets on a post it note in their books

Their writing will be marked using orange and green highlighter. The orange marks will suggest improvements and set a challenge for completion before the next lesson.



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Helping with Writing at Home



Show your child that you write as an adult.

Let them choose what to write about.

Play writing/word games.

Special pens or paper for writing.



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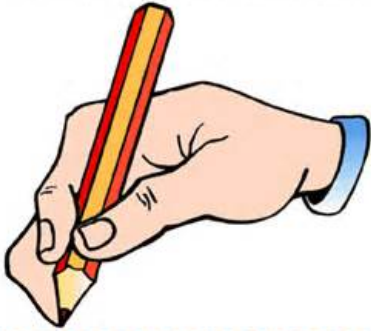
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Handwriting

HANDWRITING



Neat presentation and handwriting is an essential part of being an 'Excellent Learner' in writing.

All children write in blue pen using cursive handwriting.

In Year 3 and 4, weekly handwriting sessions take place to teach specific letter formation.



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Spelling

Spelling is
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~~challengeng~~
hard.



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Spelling



Spelling

made with sparklee.com

Spellings are selected based on:

- a spelling rule
- topic or science learning
- the national curriculum words.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	





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Helping with Spelling at Home



Look, say, cover, write, check strategy

This is probably the most common strategy used to learn spellings.

Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.



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Helping with Spelling at Home



Ways to support spelling at home:

Look, say, cover, write, check

Creating a rhyme or song using the letters
(mnemonic)

Using the words in conversation

Write the words in a sentence

Find and discuss words with a similar pattern.

Focus on a few at a time.



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Any questions?