

English Evening



What can you do to help support your child with the New English Curriculum?

What we're going to cover



- What's been added to the curriculum?
- How can you help?
- Success criteria

What's been added? Year 1 reading



- Reading of phonetically-suitable texts
- Reading words with contractions
- Reading words with regular endings
- Making inferences from texts
- Learning and reciting poetry

What's been added? Year 1 writing



- Re-reading own writing to check for sense
- Using capital letters for proper nouns
- Name the letters of the alphabet
- Spell the names of the days of the week
- Adopt a suitable writing position
- Form capital letters and digits 0-9
- Practise handwriting letter 'families'

What's been added? Year 2 reading



- Sooner use of phonics without overt blending
- Contemporary & classic poetry
- Reciting poetry

What's been added? Year 2 writing



- Evaluating & proof-reading own writing
- Increased use of subordination
- Higher expectations of spelling, including from dictation
- Required introduction of joined writing

What's been added to year 3 and 4 combined?

- Recognise different forms of poetry
- Prepare poetry for performance
- Using fronted adverbials
- Increased requirements for spelling & grammar
- Evaluate, edit & proof-read own writing

So what can you do to help?



- Reading
- Hear your child read on a regular basis. Talk about what you are reading
- Read to your child books that are above their reading level so that you stretch their understanding and vocabulary
- Read all kinds of materials - stories, poems, informational books, magazines, newspaper articles, comics

So what can you do to help?



- Visit the library as often as possible, taking time to browse the books, looking at the cover and title of story book, asking your child what they think might happen in the book - take out CDs as well as books.
- Look for books on topics that you know your child is interested in or on the theme that is being followed at school
- Include your child when you are reading - recipes, food labels, maps, instructions, magazines, manuals, atlases

Spelling



- Spelling is one of the biggest changes in the New National Curriculum
- Speaking clearly and pronouncing words correctly is VERY important. Children need to hear the word correctly before they can make best guesses at how to spell words. Th, f, v often get mixed up, not hearing the end of the word clearly are problems
- Play word games with your child that encourage them to spell - scrabble, boggle

Spelling



- Encourage them to write by providing interesting stationery, books, pens, stickers
- Look for opportunities for purposeful writing at home - read and write letters, lists, messages, postcards, thank-you notes
- Learning spellings by looking at the patterns and discussing them - look for those words or spelling patterns in their reading books
- Write them over and over - older children use joined handwriting
- Go over previous weeks spellings - don't learn just for a test but to use them in their writing

Grammar



- Children need to know the technical names for different parts of a sentence e.g. noun, verb, adjective, conjunction, connective clause etc.
- In the future key stage 1 and key stage 2 tests will formally test spelling punctuation and grammar (SPAG)
- There is a difference between talking and writing formally

Grammar



- When sharing homework, ask your child to think about their writing target. What is it and have they achieved it in this piece?
- Rereading during composition to check for flow of ideas
- Proof—reading their work aloud will enable them to hear whether the writing flows well and whether any words have been omitted, for example
- Coming back to a piece of writing the following day can also help a child to freshly identify ways in which to improve their work

Our Marking Policy



- Squiggle under a word = a weak word, choose something better.
- X in the margin = a full stop or comma is missing.
- Upside down V = add a good word here.
- R = you have repeated a word. Change one of them.
- () = rewrite this part so that it makes sense.
- ? = there is something wrong here. You find it and change it.
- A circle around a word = spelt incorrectly.

Marking Ladders



- After each piece of extended writing the children are given a marking ladder with the success criteria.
- They will then read their piece of work and decide whether they have achieved them.
- The teacher then does the same.
- A dialogue between child and teacher can take place and next steps agreed.

Any questions?

