



Welcome!!

- 1) Grab a coffee and some cake 😊
- 2) Find a seat
- 3) With the people on your table, see if you can give a definition of some of these 'English' words!



WORD	DEFINITION/EXAMPLE
ADVERB	A word that describes a verb (gives more information about how something is done). It comes before or after the verb e.g. danced <u>beautifully</u> /beautifully danced.
PREPOSITION	A word that explains/describes <u>where</u> or <u>when</u> something is taking place. Is it happening <u>outside</u> ? <u>In</u> the cinema? <u>On</u> the beach? <u>During</u> the night? <u>Behind</u> the shed? etc
CLAUSE	A group of words that includes a verb e.g. The man <u>shouted</u> (main clause) The main <u>shouted</u> <i>whilst walking his dog.</i> (subordinate clause)
PHRASE	A group of words that doesn't usually include a verb (gives more information about something) e.g. the girl, <u>with red hair</u> , sang. The tractor, <u>that was dirty</u> , moved slowly
VERB	A 'doing' word. An action. E.g. running, speaking, playing, laughing, etc
NOUN	A name of someone or something. (These include Proper, common, abstract, collective)
COMPLEX SENTENCE	A sentence that includes a main clause and one or more subordinate clauses
PARENTHESIS	Extra information about a noun (also an embedded clause). Can use commas, brackets or dashes to show this.
PRONOUN	A word to replace the noun e.g. she/he/his/theirs/hers/which/them/yours etc (You can have relative, possessive and personal pronouns)
CONJUNCTION	A word that joins words together in a sentence. Co-ordinating (equal parts: e.g. and, but); Subordinating (because, since). <i>Cross over with adverbs of time and prepositions</i>
ARTICLE	It defines the word. E.g. A, AN or THE (an apple, a car, the house)

New curriculum

Grammar now forms a large part of new curriculum – there is now a test at end of KS2.

This is because it is essential children develop grammar, punctuation and spelling skills as they are core literacy skills which are crucial in helping children unlock access to the rest of the school curriculum.

To be good writers means children must have the technical understanding of how the English language works. Apart from using it in their writing, children must also understand the grammatical terms.

Other main change with new curriculum is the governments higher expectations of what pupils should achieve within each year group – the objectives which we must cover for your year group will be explained later.

Aims for today:

- To give you, the parents, a better understanding of how we teach English within school to meet the New Curriculum expectations.
- To give you some resources to help your child at home.

What is English?

- Writing
- Reading
- Grammar
- Speaking and listening
- Handwriting
- Spelling
- English lessons take place daily and usually in the mornings when the children are most alert!

English is so important because:

Learning to read fluently for understanding, to write confidently and to express oneself well orally are essential life skills that underpin all other learning.

Aims: For children to:

- To speak clearly and audibly in ways which take account of their listeners
- To listen with concentration in order to be able to identify the main points of what they have heard
- To develop children's ability to reflect, value and evaluate their own and others contributions
- To develop confident, independent readers
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts
- To help children enjoy writing and recognise its value
- To enable children to write with accuracy with regards to spelling, punctuation and grammar
- To study language usage and models of good writing to develop their own skills
- To write for a variety of audiences and purposes using a range of genres
- To have an interest in words and their meanings to grow a full vocabulary
- To embed children's ability to use planning, drafting, revising and editing to improve their work
- To write neatly, consistently and legibly to produce work which instils a sense of pride

For every child to experience success from the earliest possible stage

Vision

To ensure that every single child who leaves their primary education with us is equipped with a good standard of English skills to enable them the platform/opportunity to continue to fulfil their potential in Secondary School.

Genres

- We teach the skills of literacy through genres
- We hope to show progression through year groups and allow the children to write for a variety of purposes, audiences and styles and so they are exposed to a plethora of text types throughout their time in key stage 2.
- Fiction (narratives: mystery, other cultures etc and poems)
- Non-fiction (persuasive, balanced, recount, information text etc)
- See English spine (page 5) to see your child's year group genres
- See recommended book list for ideas (page 52)

How do we make good writers?

Knowledge of subject writing about

Understanding of grammar/punctuation

Edits (teacher, self and peer) and self reviews

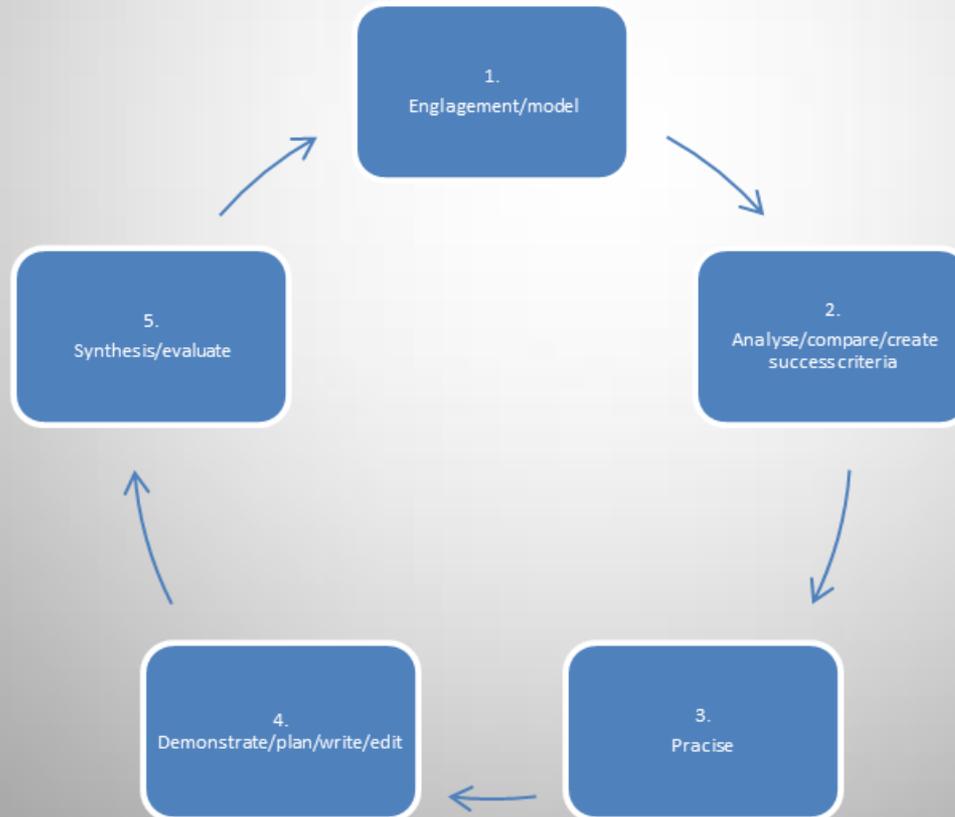
Model texts/books/authors to aspire to and learn from

Shared writing/clear modelling

Etc. etc.

Teaching Sequence

For every unit within the genre we follow a set cycle to teach children the skills they need to be good writers:



Engagement

This is where the children immerse in the genre or the particular text type and gain an interest/better understanding of it.

Model text:

This is the most important resource. We can't plan any unit of work without the core text. We, as teachers, must make sure that this has all the skills in which we are going to be teaching and therefore they are written by us. This text, the children will learn from and try to emulate.

Engagement: ideas/activities to explore the text/model

- hot seating/drama
- retelling a scene/summarising
- discussing likes/dislikes
- making connections -how certain aspects relate to the children's lives
- talk for writing (learning structures)
- writing own questions to the characters
- note-taking
- comparing it to other previously read similar styles/books/authors
- find out what the children already know
- etc etc!

Analyse

We now want to understand why this text is so good and how we can make ours as good. So we have lots of discussions and is very much teacher led, asking the children to look for certain things and discuss its impact.

Highlight, annotate, underline, create keys

We then create a success criteria

Example

OUR EXCITING TRIP TO THE RAF MUSEUM!

Orientation

Thursday 9th December finally arrived after a week full of anticipation, suspension and excitement for the much-awaited trip ahead. Keenly awaiting to feast our eyes on the vast collection of planes from world war 11 - a topic we had been studying in History - we leapt on board the bustling coach which took us to our destination...RAF Hendon.

Arriving at the giant complex, thoughts and images of what I was predicting to see flashed through my overactive mind as I unbuckled my rather tight seatbelt and prepared to disembark the stuffy coach to make my way to the entrance of the museum.

With extreme delegation, we were put into two groups and ours was lucky enough to be the first to visit the scary world war 11 classroom. Cautiously, we walked in and made our way to the dark, wooden desk where we noticed an old-fashioned ink well; an authentic looking identify card; a cardboard gas box holder (which we later had to make) and... a stern looking teacher, who marched with purpose around the room, intimidating its new pupils. Sus! Dread and fear swam through our veins as he randomly picked on his prey to answer one of his many monotonous Arithmetic questions involving the old currency system. Unfortunately, James, our ill-behaved class member, was out playing carelessly in the dangerous bombing grounds and therefore was disciplined by receiving the cane! Ouchh!

After learning about the sombre process of evacuation and having a real life experience of being a child during World War 11, we eagerly left the dark, dull classroom and flooded in to the much more exciting museum. A plethora of divergent and contrastive planes filled the room: Lancasters, Spitfires, Hurricanes etc. Puzzled, as if lost in a maze - with so many choices of avenues to take, I decided to head for the interactive plane first. Striding towards it, I peeked around and disastrously realised other class members also had the same fantastic idea. I decided to pick up my pace (more like a jog) and jolted to the finish line like an Olympic long jumper...success! Climbing on board, I felt like a real life pilot.

Reorientation

In every corner, joyous murmurs echoed around the room as one of us discovered something interesting. However, time had unfortunately slipped through our fingers and we had to leave. Boarding the coach, we looked back at the museum contentedly, as we had encountered a marvellous and intriguing day!

Key

||||| - Factual info

— - Chronological order

○ - Past tense

○ - First Person

○ - Punctuation

||||| - favourite complex sentence

○ - Vivid Verbs (Adventurous vocabulary)

✓ Fab Job Finding All features

⑤ x 3

favourite favourite favourite
favourite

Adventurous Adventurous

Adventurous Adventurous

Success criteria

Have you remembered to:

Write in first person consistently to show that it is about you and your experience?	
Write in past tense throughout by checking the verbs agree to allow the reader to make sense of your writing and show the event has happened?	
Used linking clauses and phrases (and occasionally time prepositions/adverbs) to show movement and chronological order?	
Used complex sentences throughout to add detail?	
Included factual information to keep the reader informed as well as entertaining them by giving personal opinions and interesting events?	
Used vivid verbs, adverbs and adjectives to enhance the reader's imagination?	
Used your thesaurus to find and use interesting and adventurous word choices?	
Used a range of punctuation choices to allow writing to flow and for pauses, extra information etc?	
Your opening to include the orientation features and does your conclusion have a re-orientation?	
Organised your information into appropriate paragraphs to allow your reader to follow the event clearly?	

Activity

On your table, find activity 2.

There is an example of a model text and the features we are going to be teaching (success criteria) – see if you can find them in the text.

Helper:

Adjectives: describes the noun e.g. old house

Adverb: describes the verb e.g. spoke quickly

Vivid verb: a 'doing word' that's powerful e.g. chased rather than followed

Ali Baba and Cassim were two brothers. Cassim, **who was rich**, lived in wealth and had plenty. However, **despite being kind**, Alibaba was a **poor** woodcutter **struggling** to make a living.

Whilst working hard in the lush, green forest, Ali Baba **noticed** a troop of **rough-looking** robbers, **who were approaching steadily on horses**, carrying bags of silver and gold. Being extremely frightened, he hid **silently** behind some **large** rocks on the mountainside. Suspiciously, the robbers rode round the mountain towards a **sheer** cliff face and Ali Baba listened **intently** to their conversation.

"I wonder what I am going to do with my portion!" exclaimed a greedy thief.

"Perhaps you could finally buy a wife," suggested another, "or a better mule!" The leader, **a tall and cunning man**, told his men to keep their voices down. He stopped and shouted "Open Sesame!" Magically, the **seemingly impenetrable** cliff **swung** open and the entire troop rode into the **huge** cavern. Like a safe door, the mountain shut behind them. Scared and nervous, Ali Baba - **who did not want to get caught** - stayed hidden behind the rocks until finally, he saw the dangerous troops **reappear** from the mountain, **scattering** and **galloping** off through the forest.

Cautiously, he **approached** the cliff face and shouted "Open Sesame!" Standing- **frozen like ice**, he was amazed as the mountainside opened. Apprehensively, Ali Baba **crept** inside the mountain (**which was surprisingly spacious**) and saw **great** heaps of silver and gold and baskets of **glittering** jewels...

Sentence starters

Complex sentence clauses

Speech

Adjectives

Vivid verbs

Adverbs/adverbials

Practice

This is now where we practise all the features from the success criteria that we picked out from the model.

This includes:

- Grammar (mainly)
- Structure/organisation
- Genre techniques.

Activity

On your table, find activity 3.

LO: To lengthen our sentences

Main clause: The dog barked

We are going to use some grammatical terms to improve this simple sentence

The dog barked.

- 1) Lets add an adjective to describe the dog.
(This always comes before the noun)

E.g. The angry dog barked.

Your turn!

- 2) Now add an adverb to describe how the dog barked. (Lets put this after the verb)

E.g. The angry dog barked noisily.

Your turn!

The dog barked.

3) We will now give some more information about the dog (This is called an embedded clause. We can use the words: **which, who, that, with**)

E.g. The angry dog, that was abandoned, barked nosily.

Your turn!

The dog barked.

4) Now we will give some information about **where** it happened or **when** it happened. (This is called a prepositional phrase. We can use the words: during, after, behind, next to, in, outside, under etc)

e.g. The angry dog, that was abandoned, barked noisily in the park.

e.g. In the park, the angry dog, that was abandoned, barked noisily.

Your turn!

Lots more you can do: E.g.

Adding a subordinating conjunction to add another clause:

Since it was cold, the angry dog – that was abandoned – barked noisily in the park

Writing and editing

This stage is really important. This is where the teacher demonstrates how to produce a similar version to the model. (A very good version)

We are basically showing the children how to be a writer and so verbalising all of our thoughts with them whilst we are writing and explain why we are writing certain things – demonstrating what writers think like.

We stop and ask for the children's help throughout – children use mini whiteboards to write in full sentences and share.

Teachers take children's sentences and ideas but develop and improve them

E.g. child: 'protecting the wardrobe like a mouse trap'

teacher: 'is this giving the right idea? Who protects people/things?'

child: 'protecting the wardrobe like a loyal guard'

teacher: 'good'

Demonstrating

Only one paragraph is ever shared written at a time.

The teacher, with the help of the children, looks at the plan and success criteria to ensure everything is included.

The children are then sent away to write their own paragraph or section.

Once complete, whole class returns to look at the shared paragraph.

We then improve this one together.

With the skills learnt, the children then go and improve their paragraph.

This continues for every paragraph until text is complete

Editing



Big emphasis of editing in new curriculum.

Editing Success Criteria is on page 28.

We use this to teach the children become editors and improve their work.

This is modelled in the demonstrating stage

Each child has a coloured pen for the different sections.

It is differentiated into upper and lower school.

Coloured pens: blue (sentence), red (word), green (spelling + punctuation), black (general)

Example of editing

Editing

^{perilous} ~~perilous~~ ^{periless} Stomping ^{Over} through the town, ^{which was full of} ^{templed} ^{souls,} the ^{brutally} ^{brutaly} giant demolishes homes. He ^{charges} stomps

like a rhino through the doors ^{Shivering with} of peoples homes. The trees are ^{fright,} ^{the} ^{weak} ^{trees} ^{shook} from the winds. ^{Shivering with} ^{fright.}

(connective, verbs, adverbs, simile, emotion,

/// Sentence starters
more info

/// check spelling

M Adjectives ✓ (before a noun)
Adverbs ✓ (after or before verbs)
Vivid Verbs
Vocab
Changing repeated words. ✓

Activity

On your table, find activity 4.

There is a short text and we will have a go at improving a few things from our success criteria.

Miss Rooney strolled into the peaceful classroom to get ready for the busy day ahead. Looking in her cupboard, she realised the blitz day money had mysteriously vanished! Miss Rooney went straight to Mrs Henley to explain the discovery.

- 1) Underline any words you think may be incorrect – go and check in a dictionary.
- 2) Can we add an adjective before the noun ‘cupboard’?
- 3) Can we use a sentence starter before ‘Miss Rooney’?
- 4) Can we add an adverb after looking?
- 5) Can we improve the verb ‘went’ to make it more vivid?
- 6) Can we add an embedded clause after ‘Mrs Henley’?

After a strong cup of coffee, Miss Rooney strolled into her peaceful classroom to get ready for the busy day ahead. Looking carefully in her antique cupboard, she realised the blitz day money had mysteriously vanished! Miss Rooney sprinted straight to Mrs Henley, the trusted head teacher, to explain the discovery.

Synthesising/evaluating

We want to make sure that our final version is as good as the model text. So here, we compare ours and Self/peer assess against success criteria created.

Pack resources

Page 37 includes some information about reading.

Page 38 has the objectives we use for guided reading

Page 51 has reading strategies to help read at home

Page 44 has helpful question starters to help with comprehension at home (understand what they are reading)

I hope this has been informative,

Should you have any questions about

anything, please come and see me 😊

Changes to Assessment

As you will no doubt have heard through the media National Curriculum levels have been abolished by the Government.

The expectation is that we now use new descriptors to report children's attainment at the end of each Key Stage. However, the descriptors have not yet been formally disseminated to schools.

As a school, we are continuously assessing your children's progress against the National Curriculum descriptors to ensure they are making progress and achieving what they should be, however we have not yet received instruction from the DfE (Department for Education) as to how it should be reported to parents.

For this academic year, Year 2 and Year 6 results will still be reported as the old Levels in the end of Key stage tests.

Changes to Assessment

A **new** National Curriculum created by Government is now in place in all schools.

The expectations for each year group have been significantly raised (the children need to know more earlier than in the previous curriculum for example some learning objectives from Year 6 are now in the year 4 curriculum. Many other learning objectives now need to be taught and learnt in the year earlier than before)

As soon as we know more, we will of course, inform you as parents.