

New Curriculum: English September 2014

Reading

- There is a much stronger emphasis on reading a broad range of fiction and non-fiction books for pleasure.
- In years 5 and 6 children should be increasing their familiarity with classic British writers.
- Teachers will need to continue to place even more emphasis on the application of phonics in reading.
- From Year 1 children will be expected to recite poetry by heart.

Writing

- There is more emphasis on talking about writing, planning writing and redrafting writing.

Grammar, punctuation and spelling

- Teachers will be expected to put much more emphasis on spelling (with provision of spelling lists for each key stage) and grammar and punctuation including understanding terminology and concepts.
- An overview of spelling expectations, word lists and grammar expectations by year has been published.
- A new glossary of technical English terms for Key Stage 1 and 2 has been published.

Assessment

OCC guidelines state that reporting will be made against whether a pupil has met the new expected standard – that is age related expectation in science, maths and reading. However for writing we will report using new performance descriptors (not yet available).

DfE guidelines

Pupils entering Y2 and Y6 in September 2014 will continue to be assessed against the current programmes of study, only changing from September 2015.

While using levels is not banned, the level descriptions are matched to the National Curriculum and they will not be updated to match the new curriculum which begins in September 2014. Instead schools are expected to come up with their own systems of assessment.

Until further notice, we as a school have agreed to continue with the Assessing Pupil Progress model (APP) with levels and APS points. We share monitor what our partnership schools decide. Phonics screening continues at the end of Year 1, at the end of year 6 SPaG results are also reported separately.

Literacy / English:

There are statutory and non-statutory guidelines (appendices) for the teaching of writing, including reading, writing transcription, handwriting and composition. These are divided into Year 1, Year 2 and then 2 Key Stage 2 phases (Y3&4 and Y5&6). Children must have been taught all the statutory requirements by the end of each phase in KS2 (not year). There is no limit on the amount of time for each unit of literacy or the number of times a genre is taught, encouraging learning to be within a relevant context – cross curricular / topic. As a school we use the National Literacy Framework (levelled) model (F & NF), as well as the Storytelling recommendations for progression in narrative (Y1-Y6), to ensure the genres we teach are age appropriate and provide progression.

Non-fiction genres:

- Recount texts
- Instruction texts
- Report / information texts
- Explanation texts
- Discussion – arguments
- Persuasive texts

Fiction genres:

- Poetry
- Play scripts
- Story writing:
 - General
 - Fables & parables
 - Myths & legends
 - Traditional & fairy
 - Science fiction
 - Fantasy & imaginary world
 - Adventure & mystery
 - Historical
 - Flash back

The teaching of literacy should be based on whole / extracts of texts to support the literacy and where possible, the wider curriculum (topic). Reading comprehension should be taught as part of literacy and using current texts to support the teaching of grammar, making the learning relevant and applicable to the current writing. A mixture of discrete literacy skills and cross-curricular.

Spelling

Phonics is to continue to be taught across EYFS – Key Stage 1. An appendix provides examples of words embodying each pattern which is taught. Many of the words listed as ‘example words’ for years 1 and 2, including almost all those listed as ‘exception words’, are used frequently in pupils’ writing, and therefore it is worth pupils learning the correct spelling. The ‘exception words’ contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age appropriate words rather than because they are rare in English words in general. Schools are encouraged to continue using their phonics programmes e.g. Phonics Play (Benson) to delivery phonics for phases 1-5 (phase 6 year 2 is also included). There is no High Frequency Word (HFW) list provided for these phases as each phonics programme used by schools may differ slightly.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate. Spelling across Key Stage 2 (spelling phrases 7-10) are divided into two main phases. The phase for year 3 and 4 is repeated across both years, applied to patterns and current learning and by ability. The same applies for the year 5 and 6 phase i.e. the same rules / patterns will be taught over and over again across a 2 year period, linking to current learning, by ability groups and targeting the phase word list (100 words) recommended.

GPC - This is short for **Grapheme Phoneme Correspondence**. Children need to develop this skill before they will be able to segment words to **spell** them.

Grammar expectations

Again guidelines have been published covering: EYFS – Y6 in these categories: word, sentence, text and punctuation. This is divided into single year groups with statutory guidelines (Y1-Y6 appendices).

Reading

Statutory and non-statutory guidance (appendices) have been provided for Y1, Y2 and then by phase Y3&4 and Y5&6 for reading.

Speaking and listening

A general list of statutory and non-statutory criteria for the spoken language is also provided (appendix).