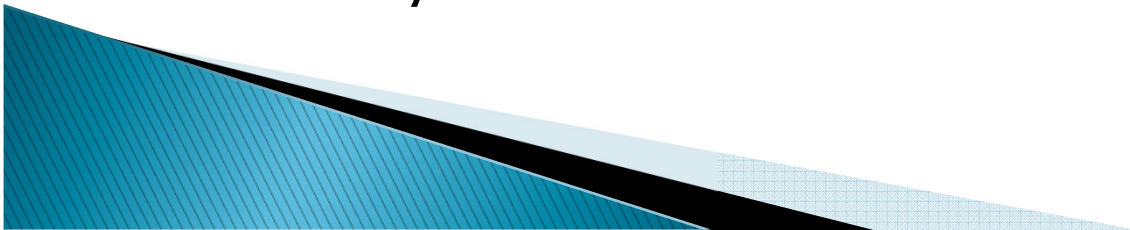


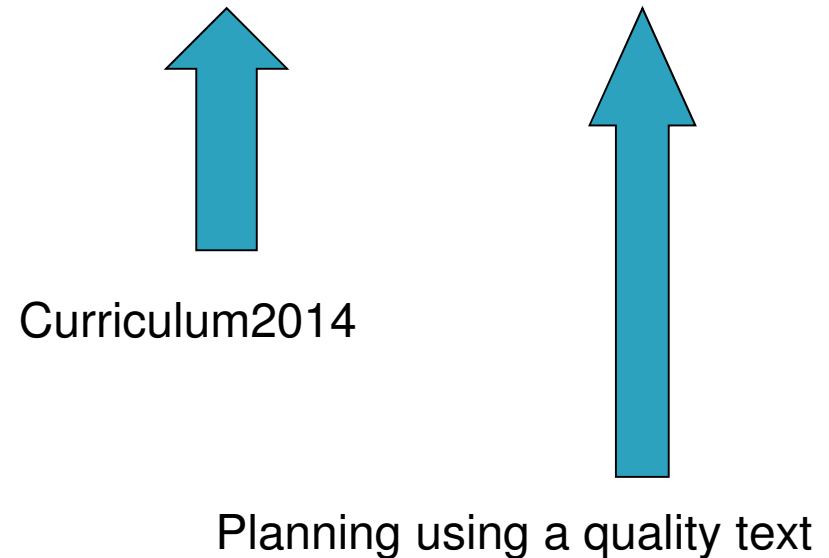
What do the new English Programmes of Study look like?

- ▶ There is a programme of study for Year 1, Year 2, Years 3/4 and Years 5/6. These are split into:
- ▶ Spoken Language
- ▶ Reading – **Word Reading and Comprehension**
- ▶ Writing – **Spelling and Handwriting (Transcription)**
Composition
Vocabulary, Grammar and Punctuation
- ▶ Additional to the above:
English Appendix 1: Spelling
English Appendix 2: Vocab, Grammar & Punctuation
Glossary

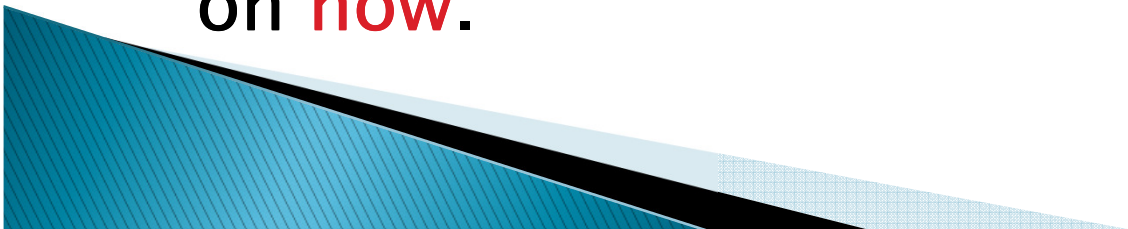


Statutory and Non-Statutory Guidance

- ▶ This curriculum tells us the **what** not the **how**.



- ▶ The statutory guidance also tells us the **what** and the non-statutory guidance gives advice on **how**.

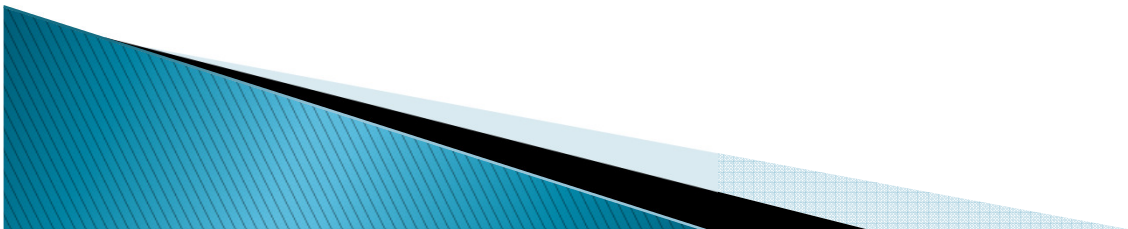


Summary of key changes

- ▶ Speaking and listening becomes Spoken Language

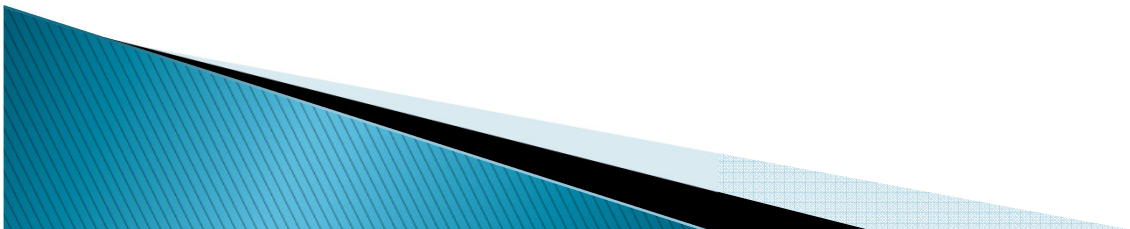
Reading

- ▶ Statutory word lists (reading and spelling) for key stage 2
- ▶ Reading is divided into the areas of 'word reading' and 'comprehension'.
- ▶ Learning poetry by heart in Years 5 and 6.
- ▶ Reading for pleasure should be promoted all the way through.
- ▶ Inference taught from much younger (Year 1)
- ▶ Looking more closely at common exception words.
- ▶ Children need to be familiar with a wide range of quality children's literature including classics.



Writing

- ▶ Dictation becomes part of spelling.
- ▶ Higher expectations especially for SPAG eg apostrophes taught from Year 2, fronted adverbials from Year 3/4, relative clauses in Year 5/6.
- ▶ Explicit grammar objectives with related terminology set out in Appendix 2.
- ▶ Greater emphasis on the teaching of poetry.
- ▶ Genres not explicitly attached to year groups by a framework.
- ▶ Writing composition involves editing from Year 1.
- ▶ Using tenses correctly from earlier on.
- ▶ Reading aloud/performing their own compositions (writing) with appropriate intonation to make the meaning clear from Year 2.



What does this look like at Friars?

Genre Coverage For Literacy

Year Group	Genre	Date covered	Genre	Date covered
Year R	Labels, lists and captions Recount sentences		Narrative sentences Instructions	
Year 1	Poetry Stories with familiar settings Postcards Diary entries Recounts Non-chronological reports Labels, lists and captions		Instructions Newspaper reports Traditional/FairyTales and Retellings Character descriptions Letters Dialogue Stories set in imaginary worlds	
Year 2	Poetry Stories with familiar settings Postcards Diary entries Recounts Non-chronological reports/Factfiles Instructions		Traditional/FairyTales Character descriptions Letters Dialogue Stories set in imaginary worlds Retellings Newspaper reports	
Year 3	Poetry Shape poems and calligrams Traditional stories Myths and Legends Postcards Diary entries Recounts Non-chronological reports Instructions		Newspaper reports Character descriptions Letters Dialogue within narrative Stories from other cultures Retellings Factfiles Adverts Simple playscripts	
Year 4	Poetry Persuasive texts Traditional stories Myths and Legend Diary entries Recounts Non-chronological reports Stories that raise issues and dilemmas Explanation texts		Instructions Newspaper reports Character descriptions Letters/Postcards Dialogue within narrative Retellings Playscripts Adventure and mystery stories Cautionary tales	
Year 5	Fables Character descriptions Narrative sequels Classic poetry Balanced arguments/discussions Persuasive texts Diary entries/Blogs Recounts Non-chronological reports		Formal and Informal Letters Stories set in historical settings Playscripts Stories with flashbacks Explanation texts Biography Instructions Newspaper reports	
Year 6	Biography Autobiography Narrative sequels or prequels Poetry Balanced Arguments/Discussions Persuasive texts Diary entries/Blogs Recounts Non-chronological reports		Newspaper reports Formal and impersonal writing Formal and Informal Letters Fantasy stories Playscripts Stories with flashbacks Explanation texts Adventure/Mystery stories Cautionary Tales	

Changes that aren't changes for us...

- ▶ Promote using whole texts with the class and discussing them to practise comprehension skills. This then leads to writing opportunities. Children respond better to whole texts not extracts.

Sound familiar...

“This is not intended to constrain or restrict teachers’ creativity, but simply to provide the structure on which they can construct exciting lessons.” National Curriculum 2014

