



Presented by
Mrs Butler

English

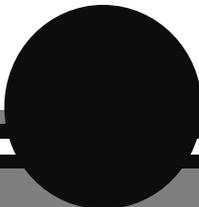
*KSI Information
Evening*

St Alphege CE Infant School

Our federation vision for English



High expectations are established at an early age to maximise pupils' success as readers and writers.



New English Curriculum

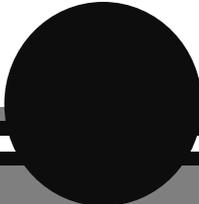
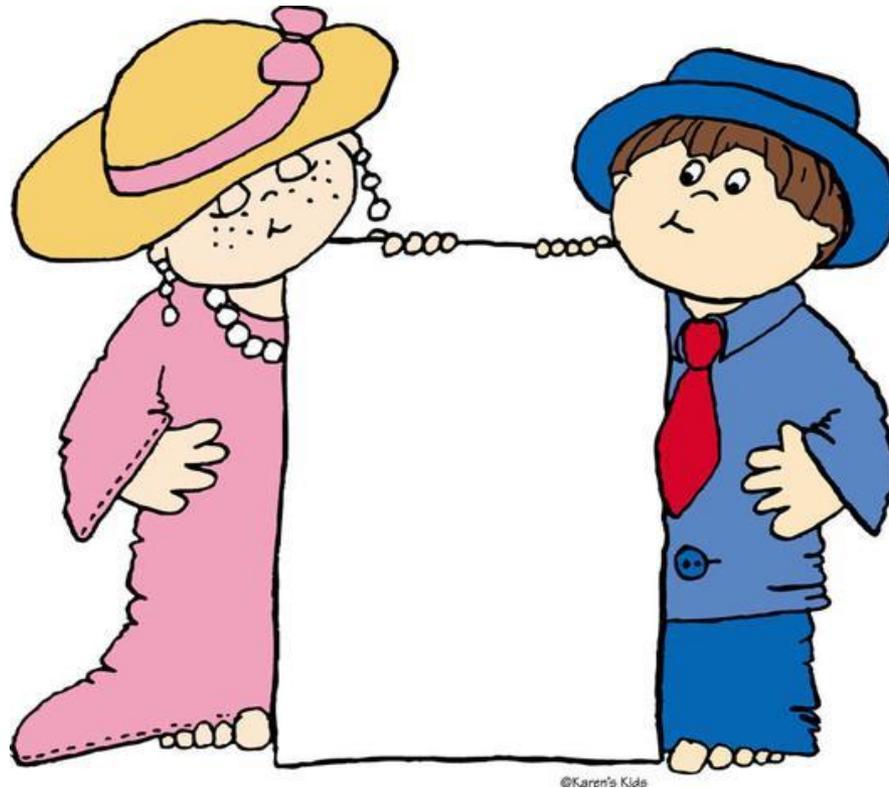


- A new curriculum was introduced in September 2014.
- All children in Years 1 and 2 are now taught the new curriculum.
- Year groups' long term plans are available on our school website www.st-alphege-inf.solihull.sch.uk
- The English curriculum is made up of reading, writing, handwriting, spelling, grammar & punctuation and speaking & listening.

Speaking & Listening



- Drama
- Team Work
- Talk Partners
- Role Play
- Show & Tell
- Cross Curricular



Writing



In the new English Curriculum there are 4 aspects of writing:-

- Describe
- Entertain
- Inform
- Persuade

○ Focus on spelling, punctuation and grammar across all piece of work.



Year 1 Writing Expectations



By the end of Y1 a child should be able to:-

Form many lower case letters and capitals in the correct direction starting and finishing in the right place *

Separate words with even spaces consistently

Spell words containing each of the 40+ phonemes already taught and most common exception words

Use the suffixes *-s*, *-es*, *-ing*, *-ed*, *-er*, *est* correctly

Use the prefix *un-* correctly

Recognise and name the letters of the alphabet

Use capital letters, full stops, question marks and exclamation marks to demarcate sentences

Sequence sentences to form short compositions, using some adjectives

Re-read what has been written to check that it makes sense, making simple changes

Extend sentences by joining clauses with simple conjunctions

Demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and edit to check for sense

Year 2 Writing Expectations



By the end of Y2 a child should be able to:-

Writes letters of the correct size, orientation and relationship to one another using joined writing

Segment spoken words into phonemes and represents these by graphemes, spelling many correctly
Spells common exception words

Use the apostrophe in words with contracted forms and for the singular possession e.g I'm / the dog's tail

Spells words with suffixes *-ment, -ness, -less, -ful, -ly*, correctly

Use capital letters, full stops, question marks and exclamation marks mostly correctly to demarcate sentences

Use commas correctly to separate items in a list and after some fronted adverbials

Maintains consistency of present / past tense when writing; some use of progressive form

Use expanded noun phrases to add description and detail

Constructs co-ordination (using *or, and, then, but*) and subordination (*when, if, that, because*)

Proof read to check for errors and makes some corrections

Use knowledge of spelling, including homophones (*there, their*) to write both single syllable and multi-syllabic words

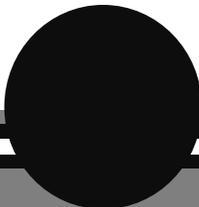
Reading skills



- ❖ In the new English Curriculum there are 3 aspects to reading:-
 - Word reading – phonics
 - Comprehension – developing understanding through *interaction*
 - Reading for pleasure and motivation



- ❖ Independent, shared and guided reading.
- ❖ Fiction/Non-fiction/Poetry/plays



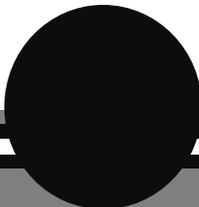
Comprehension



- Literal
- Inference
- Response:



The wind and the sun were talking one day. They saw a man walking along wearing a big coat. 'I can make him take his coat off before you can,' said the wind. The sun looked at the wind. 'Do you think so?' said the sun. 'Yes,' said the wind. 'I can make him take his coat off before you can.' The wind began to blow. The wind went whoosh, down onto the man's head. The wind went whoosh, under the man's coat. But the man did not take off his coat. The wind blew more and more. Leaves were blown down from the trees. They danced along the road.



Spelling



- There is a set of Common Exception words for Year 1 and Year 2 which you can find on our website.

- Spelling, phonics and writing are closely linked.



- We expect children to be able to *consistently apply* learnt spellings into the *context* of a sentence in their own *independent* work.

- We use dictation to enable the teacher to assess that the children can spell words in context.

