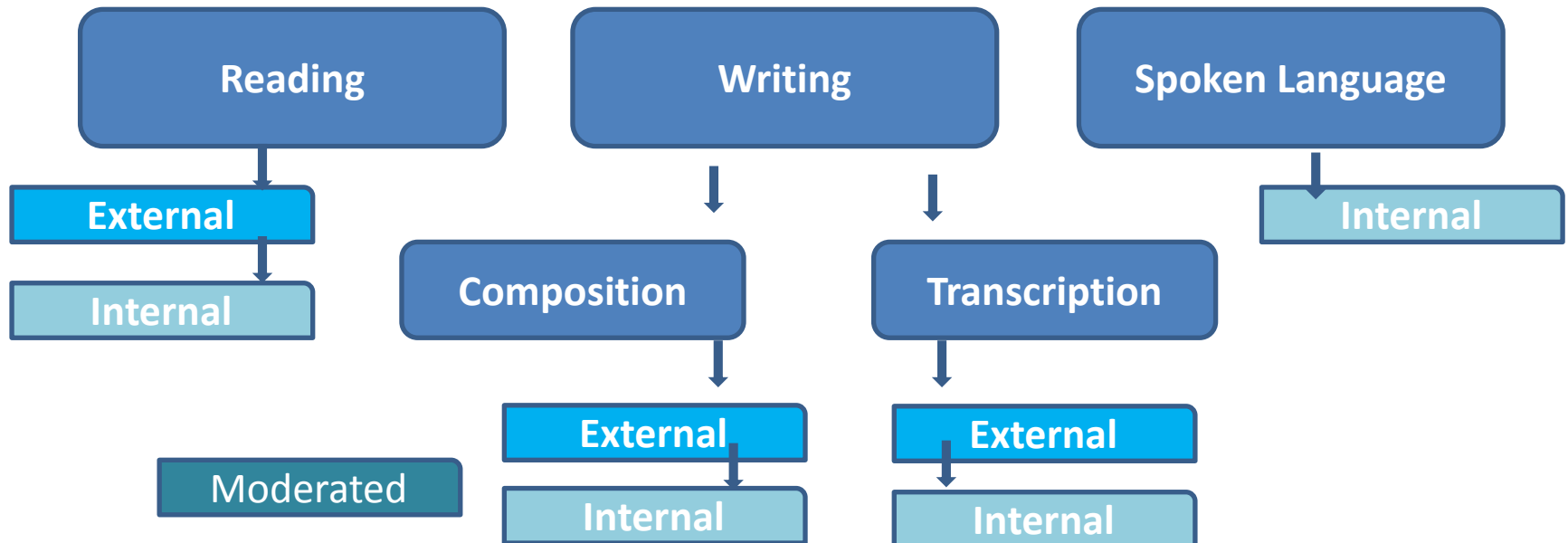


# New KS2 English Curriculum

## English



# Spoken Language

## Internally assessed against National Curriculum Standards

### 12 Key Strands:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

# Spoken Language

## **When?**

Throughout the year

## **How?**

Presentations – individual or group

Readings – learn and recite e.g. poetry

Discussion – ongoing in class

Debate – classroom debate

Conversation – adults and peers

## **Aim:**

To use as many cross-curricular links as possible

# Reading

## Internal Assessment

Done through target cards

Assessed in two ways:

a) Teacher

- hear them read
- check reading records

b) Assessments

- Rising Stars scheme
- previous SAT style papers

## External Assessments

SATS

One reading paper

# Reading paper

NEW 2016

However...

Same format as previous years:

- Hour long test
- Reading booklet and answer booklet
- 3 or 4 sections of reading to complete
- After each section answer comprehension questions

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439346/Sample\\_ks2\\_Englishreading\\_readingbooklet.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439346/Sample_ks2_Englishreading_readingbooklet.pdf)

# Reading paper

## Types of questions:

Questions 1–15 are about *Space Tourism* (pages 4–6).

Reference at top of page tells pupils where to look for answers

1

Look at the introduction.

Why is space tourism *impossible* for most people?

---

---

1 mark questions

Answer in own words

1 mark

# Reading paper

8 Look at Anousheh's blog entry for September 25th.

Find and copy a group of words that shows that Anousheh wrote her blog for others to read.

Find and copy

---

1 mark

10 Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

Match up questions

1 mark

# Reading paper

11

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

Tables

1 mark



# Reading paper

- 13** Find out when a meteor shower is due and arrange to go star spotting with an adult...

Tick the correct answer

In this sentence, the word *arrange* is closest in meaning to...

Tick one.

- set out.
- meet.
- pack up.
- plan.

1 mark

- 25** Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor  
Summerlee.

Lord John.

Malone.

Professor  
Challenger.

1 mark

Circle the correct answer

# Reading paper

14

How does the information on page 6 make it sound easy to be a star spotter?

Give two ways.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

2 marks

Questions which ask for two different answers - specifically

# Reading paper

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

---

---

---

---

---

---

Questions which ask for evidence to support your answer  
i.e. a quote

2 marks

# Reading paper

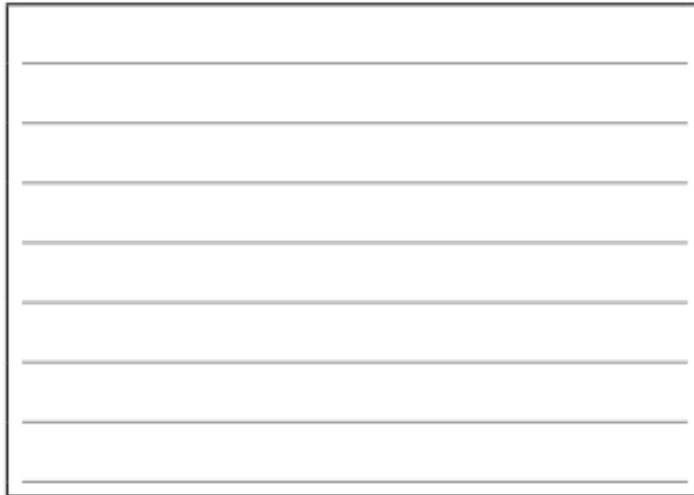
29

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.



## 3 Mark Questions

P.E.E

Point

Evidence – quote

Explain - why does your quote support your point?

3 marks

# Writing

## **Transcription**

(spelling and handwriting)

*Handwriting*

Internal assessment – KPI's

*Spelling*

External SATS

## **Composition**

(articulating ideas and structuring them in speech and writing)

*Grammar*

External SATS

*Written work*

Internal + Moderated

# Writing

Spelling:

New spellings lists were released with the New National Curriculum.

Includes:

Years 3 & 4 list

Years 5 & 6 list

In addition there is a list of spelling rules to be taught in Year 5 & 6 but no set spellings for these rules.

# Writing

Spelling continued...

It seems likely that these words will be tested in the new SATs tests.

However – sample materials continue to show wide range of spellings.

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.

discover

2. The spy was sent on a secret \_\_\_\_\_.

mission

3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.

loose

# Writing

## Word List Year 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*		suggest



# Writing

Composition:

Assessed internally across both years.

KPI writing targets

To include:

- Range of genres
- Guided class work and independent writing
- Work across curriculum

# Writing

## **MODERATION**

Internally – once every half term

Externally – termly meetings with partnership schools

**COUNTY – Summer term Y6**

# Writing

Grammar:

There has been a major change over the past four years in the English Curriculum to include an increased focus on Grammar.

Now assessed separately with spelling through SAT paper.

# Writing

National curriculum now provides glossary of key terms.

Each year group has specific foci to cover.

General opinion is that content has moved down.

E.g. commas now taught in Year 2.

Expectations from KS3 now expected at end of KS2.

Also an increased emphasis on terminology - evident in sample papers.

# Writing

How do we prepare pupils?

- 1/5 lessons in KS2 now have grammar focus.
- Key vocabulary and skills taught
- Homework – linked in year 5 & 6 to grammar
  - Year 5 – tasks linked to weeks foci
  - Year 6 – sample questions (where available)
- Grammar added to normally literacy lessons as starters and as focus in writing and reading activities.

# Writing

SAT:

What will it look like?

Tick the box questions.

1

Tick the sentence that must end with a question mark.

Tick one.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

1 mark

# Writing

## Match activities

3

Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

---

1 mark

# Writing

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

Circle the answer

7

Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.

↓

1 mark

Write answer in



# Writing

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

The diagram shows the sentence 'The table which is made of oak is now black with age.' with brackets underneath. The brackets are divided into four sections by double vertical lines. Below each section is an upward-pointing arrow leading to a square box for marking. The sections are: 'The table', 'which is made of oak', 'is now black', and 'with age'.

1 mark

With all questions there seems to be an increased emphasis on the understanding of terminology.  
E.g. Relative clause

# Writing

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick one.

as a preposition phrase

as a relative clause

as a main clause

as a noun phrase

1 mark

# Writing

21

Write a sentence using the word cover as a **noun**.  
Remember to punctuate your answer correctly.

---

1 mark

Write a sentence using the word cover as a **verb**.  
Remember to punctuate your answer correctly.

---

1 mark

Pupils must now know the terminology and be able to apply this in the test.

# What can you do?

## Reading:

- Encourage reading every night.
- Ask questions about the books that they are reading. E.g. quiz nights
- Try to encourage a wider range of books from different genres.

## Spelling:

- Practise spellings with pupils .
- Ask them to spell them in a sentence you dictate.
- Recap key spellings from time to time
- Ask pupils to self-correct spellings in any written homework

# What can you do?

## Writing:

- Insist on high standard of presentation.
- Ask pupils to self-correct and show they have done this. (Use a different colour pen)

## Grammar:

- Look up terms if pupils seem unsure
- Let us know if there is an area they seem unsure of.
- Re-visit sections in their book e.g. every half term.