



Oliver Goldsmith Primary School

“Inspiring a love of learning”



English Parent Time
22nd March 2023
9.00 - 9.40am



“Inspiring a love of learning”

Aims of this session

To discuss the different components of English

To help you to understand end of year expectations for KS1 and KS2

To provide some ideas for how you can support your child/children at home

Introductions & Housekeeping...

Mrs Dhall-English and Languages Faculty Leader

Mrs McAndrew- Acting Deputy Headteacher and
Assessment Leader

Evacuation if alarm sounds (not planned)- exit the
hall and turn left, walk down the stairs and turn
right. Line up in the KS2 playground

Spoken language – expectations Years 1 to 6

Pupils should be taught to:

- 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

Spoken language – expectations Years 1 to 6

- 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

READING – Comprehension

- Comprehension is the ability to understand something.
- It is important that when children read/see something, they process the information which allows the children to draw conclusions and develop their understanding.
- Asking a range of questions will allow for your children to deepen their thinking and draw conclusions about a text in different ways. A child's reading comprehension should improve as they progress through the school, and their answers to comprehension questions should become more insightful and sophisticated

Year 1 Reading expectations

Word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Year 2

Word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

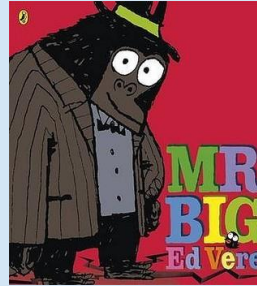
What questions can you ask for the text below?

Phonics and decoding

Can you sound out this word?

Can you segment the sounds in this word?

What other sounds does this grapheme represent?



Mr Big

Mr Big was so big that anywhere he went, all everyone saw was someone big and scary. No one stuck around to find out who he really was. So inside Mr Big felt very small. When Mr Big went to the cafe everyone had other things to do. When Mr Big got on the bus, everybody got off. When he got to the pool

Predict what might happen

What do you think might happen next in this story? Why?

Make inferences from the text

How do you think the character felt when everyone got off the bus? What do you think, 'inside Mr Big felt very small.' could mean?

Retrieve and record

Who are the characters?

Where did Mr Big go?

What happened when Mr Big got on the bus?

Explain the meaning of words

Find and copy one word that means the same as, 'frightening.'

KS2 Reading expectations (Years 3-6)

Years 3 and 4 reading expectations

Pupils should be taught to:

Word reading

- apply their growing knowledge of **root words**, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop **positive attitudes** to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks- reading books that are structured in different ways and reading for a range of purposes.
- use dictionaries to check the meaning of words that they have read.

- increase their familiarity with a **wide range of books**, including fairy stories, myths and legends, and retelling some of these orally.
- identify themes and conventions in a wide range of books.
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- discuss **words and phrases** that capture the reader's interest and imagination.
- recognise some different forms of poetry [for example, free verse, narrative poetry].
- **understand what they read**, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
- ask questions to improve their understanding of a text.

draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

- Predict what might happen from details stated and implied.
- identify **main ideas** drawn from more than 1 paragraph and summarising these.
- Identify how language, structure, and presentation contribute to meaning.
- **retrieve and record** information from non-fiction.
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Years 5 and 6 Reading expectations

Pupils should be taught to:

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

Comprehension

maintain positive attitudes to reading and an understanding of what they read by: •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

read books that are structured in different ways and reading for a range of purposes

increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from **other cultures and traditions**.

- recommend books that they have read to their peers, giving reasons for their choices.
- identify and discussing themes and conventions in and across a wide range of writing.
- make comparisons within and across books.
- learn a wider range of **poetry by heart**.
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- **asking questions** to improve their understanding.
- drawing **inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied.

summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

identifying how language, structure and presentation contribute to meaning.

discuss and evaluate how authors use language, including **figurative language**, considering the impact on the reader.

distinguish between statements of fact and opinion.

retrieve, record and present information from non-fiction.

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

provide **reasoned justifications** for their views.

Little Red Riding Hood

Please can you read through the short story and come up with a question about Little Red Riding Hood from each category.

Retrieve and record information

Where does the story take place?

Who are the characters?

Why was she called Little Red Riding Hood?

Explain the meanings of words

Look at the second paragraph, which word is closest in meaning to, 'warned?'

Can you list the words you don't know the meanings of?

Predict

If you could write another chapter in this story, what could happen next?



Summarising

Using your understanding of what has happened, can you create a timeline of events?

Which sentence best summarises the second paragraph?

Inference

Which words or phrases suggest that the wolf was not a warm character?

Look at paragraph 3.

What do you think makes a
good writer?

Spelling

Punctuation

**Elements of
Writing**

Handwriting

Composition (including grammar)

Year 1 *expectations*

Transcription-Spelling & Handwriting

Pupils are taught to spell:

- words containing each of the 40+ phonemes (sounds) already taught in Reception
- common exception words e.g the, said, were
- the days of the week
- using the spelling rule for adding –s or –es
- using the prefix un e.g unhappy, unlucky
- using suffixes such as –ing, –ed, –er and –est e.g helping, helped, helper, eating, quicker, quickest

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters and form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Composition

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

Pupils are taught to:

- leave spaces between words
- joining and clauses using and, because, but
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Year 2 expectations

Transcription-Spelling and Handwriting

Spelling

- learning to spell common exception words e.g because, beautiful, clothes
- beginning to recognise homophones (there, their and they're, new and knew)
- learning to spell more words with contracted forms (can't, shouldn't, should've, could've)
- learning the possessive apostrophe (singular) [the girl's book]
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- write from memory simple sentences dictated by the teacher (example will follow).

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing-Composition

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- **writing for different purposes**
- planning or saying out loud what they are going to write about
- **writing down ideas and/or key words, including new vocabulary**
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense
 - proof-reading to check for errors in spelling, grammar and punctuation
 - read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Pupils are taught to:

- learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and **apostrophes for contracted forms and the possessive (singular)**
- write sentences with different forms: statement, question, exclamation, command
- **use expanded noun phrases to describe and specify [for example, the blue butterfly] e.g use of adjectives.**
- the present and past tenses correctly and consistently
- use different connectives such as when, if, that, because, or, and, or but
- check their sentences make sense to others

Lower KS2 Writing expectations (Years 3 & 4)

Spelling & Handwriting

- use further **prefixes** and **suffixes** and understand how to add them
- spell further **homophones** (knew, new, there, their, they're)
- spell words that are often misspelt
- place the **possessive apostrophe** accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

- Pupils are taught the importance of **planning** by looking at the work of others, including authors, and using ideas related to structure, vocabulary and grammar. They are taught to discuss and record their ideas before writing.
- Pupils learn how to draft their writing by experimenting with sentence structures and vocabulary.
- They use **paragraphs** to organise their ideas around a theme.
- They write in a range of narrative and non-narrative forms.
- Pupils are taught to evaluate and edit their work by:
 - Assessing the effectiveness of their own and others' writing and **suggesting improvements**.
 - Proof-reading for spelling and punctuation errors.
 - Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils are taught to:

- extend the range of sentences by using a wider range of **conjunctions**, including when, if, because, although, however
- use the **correct tense** in their writing
- Check sentences make sense and avoid over-repetition
- using **conjunctions, adverbs and prepositions** to express time and cause
- using **fronted adverbials** e.g Later that day, I finished my homework.
- use a range of punctuation including **commas**, the possessive **apostrophe** and **speech marks**
- use and understand the correct **grammatical terminology** when discussing their writing and reading.

Upper KS2 Writing expectations (Years 5 & 6)

Spelling & Handwriting

- use further prefixes and suffixes and understand the guidance for adding them
 - spell some words with 'silent' letters [for example, knight, psalm, solemn]
 - continue to distinguish between homophones and other words which are often confused
 - use knowledge of root words and meanings to understand that the spelling of some words needs to be learnt specifically.
 - use dictionaries to check the spelling and meaning of words
 - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - use a thesaurus.
-
- write legibly, fluently and with increasing speed by:
 - choosing the writing implement that is best suited for a task.

Writing-Composition

Plan their writing by:

- identifying the audience for and **purpose of the writing** and using the correct features.
- noting and developing initial ideas, drawing on reading and research where necessary e.g considering how authors have developed characters and settings.

Draft and write by:

- selecting appropriate grammar and vocabulary and understanding its effect.
- in narratives, **describing settings, characters and atmosphere** and integrating dialogue to convey character and advance the action.
- summarising longer passages.
- using a wide range of devices to link paragraphs.
- using further organisational and presentational devices to **structure their writing** e.g sub-headings, bullet points.

Evaluate and edit their work by:

- assessing the effectiveness of their own and others' writing.
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ensuring the consistent and **correct use of tense** throughout a piece of writing.
- ensuring correct subject and verb agreement.
- proof-read for spelling and punctuation errors.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils are taught to:

- recognise vocabulary and structures that are appropriate for formal speech and writing
- using the correct form of **verbs and passive verbs**
- extend their sentences in a variety of ways including using noun phrases, **modal verbs** and subordinate clauses
- use a range of **higher-level punctuation** such as commas, hyphens, brackets, dashes, semi-colons, colons accurately
- use and understand higher-level grammatical terminology as outlined in the years 5 & 6 programmes of study

From Simple to complex sentences

The **man** **walked** down the **street**

(This tells us very little about the man or how he walked)

The young man walked down the empty street.

(using adjectives we know a bit more about the man and the street)

The injured, young man
staggered down the deserted
street.

(using a powerful verb and
improved adjectives creates
more tension for the reader)

Bleeding badly, the injured victim staggered down the deserted street.

(Adding a fronted adverbial and a comma improves the sentence further and as a reader we get a much clearer picture in our heads)

Your turn!

Have a go at up-levelling this sentence:

The boy ran.

**End of Key stage 1
(Year 2) and Key
Stage 2 (Year 6)
SATs tests.**

Year 2 (Key Stage 1) SATS Tests- English

- The children will sit their SATs tests in the week commencing Monday 15th May.
- Due to their age, we avoid making the assessments too formal for the children. The children have completed two practice assessments so far and are therefore familiar with the structure of the tests.
- **Reading Test-** Comprehension Assessment- consisting of 2 papers- the second paper being more challenging than the first.
- Pupils need to attain approximately 26/40 (the threshold can change each year) to reach the expected standard in Year 2.
- Pupils need to attain approximately 32/40 to reach the higher standard in Year 2.

- The Reading test scores are used to INFORM teacher judgements at the end of KS1. Pupils are teacher assessed as WTS (working towards the expected standard), EXS (working at the expected standard) or GDS (working above the expected standard)
- Writing- Teacher Assessment judgement- submitted in June also. The children do not sit a one off test for this- instead the judgement is made based on a number of recent pieces of writing from Children's books. The children are assessed against the Year 2 writing objectives- refer to handout.
- Year 2 pupils will also sit an optional GPaS Assessment. This consists of two papers- 1 Spelling paper and 1 Grammar paper. This Assessment is used to help inform the teacher assessment of Writing.

Year 6 (Key Stage 2) SATS Tests- English

- The children will sit their SATs tests from Tuesday 9th May- Friday 12th May (Monday 8th May is a bank holiday):

English Tests

- Grammar, Punctuation & Spelling (GPaS) Test- consisting of 2 papers- A Grammar Assessment (maximum marks = 50) and a Spelling Test (maximum marks = 20)
- Reading Test- Comprehension Assessment- consisting of 1 paper (maximum marks = 50).

The paper normally has three sections- with each section gradually becoming more challenging in its reading content and in the level of questioning.

These tests are sent off to be marked by external examiners.

- We are notified of pupil test results in July. **Depending on the test score**, pupils are then given an assessment grade:

WTS- the pupil is working towards (below) the standard of the test.

EXS- the pupil is working at the expected standard of the test (approx. 28/50 for the Reading Test and 43/70 for the GPAS test)

GDS- the pupil is working above the standard of the test. (approx. 41/50 for the Reading Test and 61/70 for the GPAS test)

- Writing Assessment judgement- submitted in June is based on Teacher Assessment only.
- The children do not sit a one off test for this- instead the judgement is made based on a number of recent pieces of writing from Children's books. The children are assessed against the Year 6 writing objectives- refer to handout.

How to help your children with English at home

- Provide opportunities to read and write at home and ensure children have a quiet place where they can work
- Provide opportunities to see you as a reader and writer, for example, writing e-mails or lists
- Give children a writing book or journal where they can jot down ideas from books they read/ films they watch/events
- Join the local library and ensure children have access to dictionaries, thesauruses, a range of texts and the internet
- Ask your child/ren to read their writing aloud to you
- Plan in time to talk about their day and current affairs
- If they have to correct any spellings, try to encourage them to find where the errors are-e.g there are 3 spelling errors-can you find them? (try not to encourage them to correct more than 3 at one time).

- Use the correct vocabulary and encourage them to up-level their own vocabulary using a thesaurus and define any new words from their reading.
- Dictation- reading aloud an extract and then writing- they will have to think about where punctuation is needed.
- Ask them to talk through their ideas with you before they write
- Prompt them to include more detail, sequence things more clearly, vary the pace
- Help them to think about their reader or audience
- Create a purpose for writing such as writing a letter of complaint to a company or writing a letter to a relative abroad
- Encourage your child to choose their own books and link reading material to their interests.
- Praise your children by being specific on where they are improving- "Well done for sounding that word out perfectly" rather than just- "Well done."

Useful Websites:

- [www.bbc.co.uk › bitesize](http://www.bbc.co.uk/bitesize)
- www.thenational.academy
- www.topmarks.co.uk
- www.ictgames.com/littleBirdSpelling
- www.oxfordowl.co.uk/for-home/find-a-book/library-page
- www.funenglishgames.com

Any Questions?

Thank you for your time

Please can you complete the
evaluation forms provided