

# English?

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

# Handwriting

## Why is it so important?

The 2014 National Curriculum states that pupils should 'start using some of the diagonal and horizontal strokes needed to join leers' from Year 2, and encourages schools to teach children 'to write with a joined style as soon as they can form leers securely with the correct orientation'.

It has been proven that Continuous Cursive handwriting aids children with learning new spellings due to increased muscle memory.

### Continuous Cursive

a b c d e f g h i j k l m n o p q r s t u v w x y z

## The Journey to Continuous Cursive: Handwriting Joins

Diagonal joins (the most common leer join – formed from the baseline)	used to join: a, b, c, d, e, h, i, k, l, m, n, p, q, s, t, u, x, z	to these leers: b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	and to these tricky leers (where the leer is formed in an anticlockwise movement): a, c, d, g, o, q, s
Horizontal joins (formed from the top of the leer)	used to join: o, r, v, w	to these leers: b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	and to these tricky leers (where the leer is formed in an anticlockwise movement): a, c, d, g, o, q, s
Descender joins (formed from the loop of a descender)	used to join: f, g, j, y	to these leers: b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	and to these tricky leers (where the leer is formed in an anticlockwise movement): a, c, d, g, o, q, s

## Continuous Cursive

a b c d e f g h i j k l m n o p q r s t u v w x y z

### The Journey to Continuous Cursive

It is recommended that handwriting joins are taught in this order to ensure progression and consolidate prior learning.

#### 1) Ready to write

Develops gross and fine motor skills

#### 2) Forming leer families

Secures correct leer formation

#### 3) Positioning and pre-cursive

Forming leers of correct size

Beginning to join

#### 4) Joining leers

Understanding leer joins

Increase legibility, quality and consistency

#### 5) Increasing fluency, speed and style

Practise with own personal style

## The Journey to Continuous Cursive: Left handed

Some left-handed children may find it more appropriate to leave a lower case 't' unjoined as this letter is formed differently for them. Some other capital letters are also often formed differently for left-handed writers (E,F,H,I,J,T).

Left-handed children should be reminded of the best positioning of their paper to allow them to view their writing and also to help prevent 'smudging'. It also may be helpful for left-handed children to hold their writing implement slightly higher (about 2cm from the tip) so that what they are writing isn't shielded from their view. It is recommended that right-handed children are not seated on the left-hand side of a left-handed child to ensure that their elbows do not collide.

# The Journey to Continuous Cursive: The order

## 1 The Ladder Family (l, i, u, t, y, j)



- l** down from the top
- i** down, lift and dot
- u** down, round, up and down
- t** down from the top, curve, lift and across
- y** down, round, up, down and round
- j** down to the bottom, around, lift and dot

## 2 The One-Armed Robot Family (n, m, h, k, b, p, r)



- n** down and up, around, down and stop
- m** down and up, around, down and up around, down
- h** down from the top, up, around and down
- k** down from the top, up and right round, kick
- b** down from the top, up and around
- p** down from the top, up and around
- r** down, up, around and stop

## 3 The Curly Caterpillar Family (c, a, d, e, s, g, f, q, o)



- c** curve around and stop
- a** curve around, up and down
- d** curve around, up to the top and down
- e** up and diagonal across, curve round and stop
- s** curve around, curve around
- g** curve around, up, down to the bottom and around
- f** curve, down and cross
- q** curve around, up, down to the bottom and flick

## 4 The Zig-Zag Monster Family (z, v, w, x)



- z** across, diagonal down, across
- v** diagonal down, diagonal up
- w** diagonal down, diagonal up, diagonal down and diagonal up
- x** diagonal down, lift, diagonal down

The Journey to Continuous Cursive: End product!

Your turn!



# Spelling

Why is it so important?

Most people read words more accurately than they spell them.

Once pupils have learnt more than one way of spelling particular sounds, choosing the right leet or leers depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading.

Years 1 through to 6 each have statutory spelling lists that must be taught.



## Spelling: What are we doing in school?

Year 4				
Autumn Term 1				
Week 1	Week 2	Week 3	Week 4	Week 5
Words with /aw/ spelt with 'augh' and 'au',	Adding the prefix in- (meaning not or into)	Adding the prefix im- (root word starting with m or	Adding the prefix il- and ir-	Words with / shun/ endings spelt with 'sion'
caught naughty taught autumn cause author	incomplete inactive incorrect insecure infinite	impossible important immature immortal imperfect	illegal illegible irregular irrelevant irresistible	division invasion confusion television revision explosion

## Spelling: What are we doing in school?

### Three Times!

Write each spelling word three times.

**First**, write each word in pencil.

**Second**, write each word in one colour.

**Third**, write each word in another colour.

You **MUST** use your best handwriting!

### Draw me!

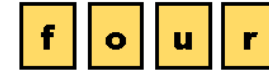
For each word, draw a small picture that shows what that word means!

mail



### Scrabble!

Can you make the words using Scrabble letters?



### Draw the shape!

ice


## Spelling: The journal



### Spelling Journal

Year 4

Name: \_\_\_\_\_

Class: \_\_\_\_\_

#### Purpose of the Spelling Journal

This spelling journal is designed to help your child learn and practise their spellings at home.

You will have the opportunity to carry out 10 'home learning' sessions in each term. There is not a set time for these sessions to be completed, but 10-15 minutes of frequent spelling practise at home will make a huge difference to your child's progress in school.

Within this booklet there is:

- The National Curriculum word list with the recommended manner of how to teach the words.
- A record to keep track of spelling practise within each term.
- The spelling overview of how we will be delivering the spellings within school.

There is no expectation for this booklet to come into school unless the class teacher requests it to be brought in.

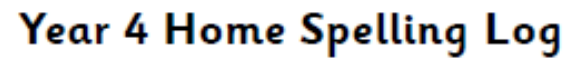
If you would like assistance with your child's spellings at home, please come and see your child's class teacher who will be happy to advise you.

Finally, your child is responsible for this spelling journal and it is expected that they take great care of it.

# Spelling: The journal

Year 4 Common Exception Words and Year 4 Spelling List Words	
natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman, women.	
Year 4 Spelling Rule Words	
Suffixes '-ion' and '-ian' and deciding whether to put '-t', '-s', '-ss' or '-c' before them. '-tion' is the most common and is used when the root word ends in '-t' or '-te'	invention, injection, action, hesitation, completion
'-ssion' is used if the root word ends in '-ss' or '-mit'	expression, discussion, confession, permission, admission
'-sion' is used if the root word ends in '-d' or '-se'	expansion, extension, comprehension, tension
'-cian' is used if the root word ends in '-c' or '-cs'	musician, electrician, magician, politician, mathematician
'-ation' added to verbs to form nouns. Rules already learned still apply	information, adoration, sensation, preparation, admiration
Suffix '-sion'	division, invasion, confusion, decision, collision, television
Suffix '-ous'	poisonous, dangerous, mountainous, famous, various
A final 'e' of the root word must be kept if the /j/ sound of 'g' is to be kept	courageous, outrageous
If there is an /i/ sound before the '-ous' ending it is usually spelt as 'i' but a few have 'e'	serious, obvious, curious hideous, spontaneous, courteous
'inter-' meaning between or among	interact, intercity, international, interrelated
'anti-' meaning against	antiseptic, anti-clockwise, antisocial
'auto-' meaning self or own	autobiography, autograph
'super-' meaning above	supermarket, superman, superstar
Prefixes. Before a root word beginning with 'r', 'in-' becomes 'ir-'	irregular, irrelevant, irresponsible
're-' means again or back	redo, refresh, return, reappear, redecorate
Before a root word starting with 'm' or 'p', 'in-' becomes 'im-'	immature, immortal, impossible, impatient, imperfect
The /i/ sound spelt 'y' other than at the end of words	myth, gym, Egypt, pyramid, mystery
/k/ sound spelt 'ch'	scheme, chorus, chemist, echo, character
Words ending with the /g/ sound spelt 'gue'	league, intrigue
Words ending with the /k/ sound spelt 'que'	antique, unique
/sh/ sound spelt 'ch'	chef, chalet, machine, brochure
/s/ sound spelt 'sc'	science, scene, discipline, fascinate, crescent

Year 4				
Autumn Term 1				
Week 1	Week 2	Week 3	Week 4	Week 5
Words with /aw/ spelt with 'augh' and 'au',	Adding the prefix in- (meaning not or into)	Adding the prefix im- (root word staring with m or	Adding the prefix il- and ir-	Words with /shun/ endings spelt with 'sion'
caught naughty taught autumn cause author	incomplete inactive incorrect insecure infinite	impossible important immature immortal imperfect	illegal illegible irregular irrelevant irresistible	division invasion confusion television revision explosion

[illegible][illegible][illegible]

## Spelling: How to learn at home

There is no 'one way' for learning spellings. Here are some suggestions!

Dicey Spelling! Roll the dice and see which activity you need to do!

### Rainbow Words

First write your spelling words in pencil. Trace over the words 5 times, using a different coloured crayon each time.

ROLL A ONE

### Silly Sentences

Write silly sentences with a spelling word in each sentence. Underline your spelling words.

Example: My cat wears a yellow hat when she goes dancing.

ROLL A TWO

### Tell a Story

Write a story using all of your spelling words. Make sure you underline your spelling words.



ROLL A THREE

### UPPER and Lower

Write each of your spelling words two times.

First, write each word in UPPER CASE letters. Second, write each word in lower case letters.

ROLL A FOUR

### Blue Vowels

Write each of your spelling words. Trace the vowels in your words with a blue coloured pencil.

Vowels= a e i o u

ROLL A FIVE

### ABC Order

Write out your spelling words in alphabetical order.

ROLL A SIX

Break it down!

Breaking the word up into syllables makes the word easier to spell. Decipher how many syllables there are by clapping the word.

example: two syllable word  
danger              dan / ger

example: three syllable word  
relation            re / la / tion

Pyramid spelling!

friend  
f  
fr  
fri  
frie  
friend

## Spelling: How to learn at home

Look, Say, Cover, Write, Check, Correct

Spellings!	Look	Say	Cover	Write	Check	Correct

### Three Times!

Write each spelling word three times.

**First**, write each word in pencil.

**Second**, write each word in one colour.

**Third**, write each word in another colour.

You **MUST** use your best handwriting!

### Blue Vowels!

Write each of your spelling words.

You will need a blue coloured pencil. **Trace over the vowels in each**

**word with your blue coloured pencil.**

Vowels = a e i o u

### Colourful Words

Write each of your spelling words.

Write each letter using a different **coloured** pencil!

The rule must have the same colours!

e.g. **weight**

**eighty**

### Magic Wand!

(write the word in the air)

### Spell on Tape!

(spell the word into a voice recorder and play it back)

### Magnetic Leers!

(jumble on the fridge)

### Picture it!

(draw a shape around the word)

# Your turn!

# Writing - Coverage

Key Stage 2 (Year A)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fairy-tales / traditional tales	Non-chronological reports	Playscripts	Instructions & Explanations	Reports & Journalistic writing / recounts	Poetry

Key stage 2 (Year B)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Myths & Legends	Argument & debate / persuasive writing	Stories from other cultures	Biographies & Autobiographies	Stories by the same author	Poetry



# Writing - Targets and Expectations

Your turn!

Can you write down a conjunction? An adverb? A preposition?

These are Year 3 targets.

How about a noun phrase expanded by the addition of modifying adjectives, nouns and preposition phrases?

This is a Year 4 target.

Transcription	1	Majority of Year 3 NC and high frequency words spelt correctly.
	2	Use of the forms a or an accordingly [a rock, an open box]
	3	Show understanding of word families based on common words [solve, solution, dissolve]
	4	Spell most homophones correctly [here/hear, their/there/they're, mail/male]
Grammar, Punctuation and Vocabulary	5	Expressing time, place and cause using conjunctions [but, so, because, when, if, after, next]
	6	Expressing time, place and cause using adverbs [often, soon, never, everywhere, slowly]
	7	Expressing time, place and cause using prepositions [before, after, during, inside, under]
	8	Begin to increase the range of vocabulary to engage and excite the reader.
	9	Correct use of capital letters and full stops.
	10	Correct use of commas in lists.
	11	Begin to use inverted commas to punctuate direct speech (other speech punctuation not required)
	12	Maintain correct use of verb tense throughout text.
Overall Text and Structure	13	In narratives, creating settings, characters and plot.
	13	In non-narrative material, use simple organisational devices [headings and sub-headings]
	14	Begin to use paragraphs as a way to group related material.
Presentation, Evaluation and Improvement	15	Plan by discussing and recording ideas.
	16	Effective use of cursive handwriting with correct letter joins. e.g. <i>have</i>
	17	Assess the effectiveness of their own and others' writing and suggesting improvements.
	18	Accurate choice of nouns and pronouns for clarity and to avoid repetition.
	19	Proof-read for spelling and punctuation errors.
Exceeding Criteria	20	Read 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.
	21	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair]
	22	Use of inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	23	Organise paragraphs around a theme.

Often forgoen!

The use of inverted commas (speech marks)

Year 4

Transcription	1	Majority of Year 3 and 4 NC and high frequency words spelt correctly.
	2	Spell most homophones correctly [through/threw, allowed/aloud, whether/weather]
	3	Use the first two or three letters of a word to check its spelling in a dictionary.
Grammar, Punctuation and Vocabulary	4	Know the grammatical difference between plural and possessive -s
	5	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair]
	6	Use fronted adverbials [Later that day, I heard the bad news.]
	7	Extend the range of sentences with more than one clause by using a wider range of conjunctions [when, if, because, although, while]
	8	Standard English forms for verb inflections instead of local spoken forms [we were instead of we was, or I did instead of I done]
	9	Use of inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	10	Correct use of capital letters and full stops, exclamation and question marks (if used).
	11	Use of commas after fronted adverbials and in lists.
Overall Text and Structure	12	In narratives, create settings, characters and plot.
	13	In non-narrative material, use simple organisational devices [headings and sub-headings]
	14	Organise paragraphs around a theme.
	15	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Presentation, Evaluation and	16	Effective use of cursive handwriting with correct letter joins. e.g. <i>have</i>
	17	Assess the effectiveness of their own and others' writing and suggesting improvements.
	18	Proof-read for spelling and punctuation errors.
	19	Read 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.
Exceeding Criteria		
	20	Ensures the consistent and correct use of tense throughout a piece of writing.
	21	Ensures the correct subject and verb agreement when using singular and plural.
	22	Links ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]

The ferocious dog barked noisily through the hole in the fence.

Early one morning,

"Run faster!" shouted the coach.

The coach shouted, "Run faster!"

Transcription	1	Majority of Year 5 NC and high frequency words spelt correctly.
	2	Spell most homophones correctly [passed/past, guessed/guest, heard/herd, morning/mourning]
	3	Use the first two or three letters of a word to check its spelling and/or meaning in a dictionary.
Grammar, Punctuation and Vocabulary	4	Writes relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
	5	Select appropriate vocabulary to engage the reader (with use of thesaurus)
	6	Can indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]
	7	Use expanded noun phrases to convey complicated information concisely [the strict maths teacher with curly hair]
	8	Ensures the consistent and correct use of tense throughout a piece of writing.
	9	Ensures the correct subject and verb agreement when using singular and plural.
	10	Use brackets, dashes or commas to indicate parenthesis.
	11	Correct use of capital letters and full stops, exclamation and question marks (if used)
	12	Use commas after fronted adverbials, for lists and to clarify meaning.
Overall Text and Structure	13	Use devices to build cohesion within a paragraph [then, after that, this, firstly]
	14	Link ideas across paragraphs. E.g. using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before].
	15 <small>(genre dependent)</small>	In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. In non-narratives, use organisational devices [headings, sub-headings]
Presentation, Evaluation and Improvement	16	Effective use of cursive handwriting with correct letter joins. e.g. <i>have</i>
	17	Assess the effectiveness of their own and others' writing.
	18	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	19	Proof-read for spelling and punctuation errors.
	20	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Exceeding Criteria:		
	21	Demonstrates the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [find out – discover; ask for – request; go in – enter]
	22	Understands synonyms and antonyms and has a wide, rich range to draw on.
	23	Links ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase; grammatical connections [the use of adverbials such as on the other hand, in contrast, or as a consequence]

Relative clauses add information to sentences by using a relative pronoun such as who, that or which.

That's the girl who lives near the school.

Kate liked the new chair, which was very comfortable.  
Tom, who scored the winning goal, celebrated with his team.

My sister, who is called Emily, loves horses.

My sister - who is called Emily - loves horses.

My sister (who is called Emily) loves horses.

Transcription		1	Use a thesaurus
		2	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
		3	Majority of Year 5 and 6 NC words and most homophones and near homophones spelt correctly
Grammar, Punctuation and Vocabulary		5	Demonstrates the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [find out – discover; ask for – request; go in – enter]
		6	Use passive and modal verbs
		7	Select vocabulary and grammatical structures that reflect the level of formality required
		8	Understand synonyms and antonyms and has a wide, rich range to draw on
		9	Use a wide range of clause structures
		10	Add detail using adverbials, prepositional phrases and expanded noun phrases.
		11	Integrate dialogue
	Using mostly correctly.	12	inverted commas
		13	commas for clarity
		14	punctuation for parenthesis
	Some correct use of.	15	semicolons
		16	dashes
		17	colons
		18	hyphens
Overall Text and Structure		19	Links ideas across and within paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections
		20	Use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
		21	In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.
		22	Chooses the appropriate register (style, audience and level) for writing
		23	Plan by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
		24	Can précis (summarise) longer passages
Presentation, Evaluation and Improvement		25	Assess the effectiveness of their own and others' writing
		26	Effective use of cursive handwriting with correct letter joins. e.g. <i>have</i>
		27	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
		28	Proof read for spelling and punctuation errors
		29	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Year 6

Passive: Brazil was beaten in the final.

Modal: England should win this game.

Although she was clumsy, Harriet caught the netball.

Subordinate clause

Main

My friend Milo, who loves football, practises every night.

Relative clause

Main clause

# Reading Expectations



Name: \_\_\_\_\_ Baseline: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 4: \_\_\_\_\_

## Reading Assessment Sheet

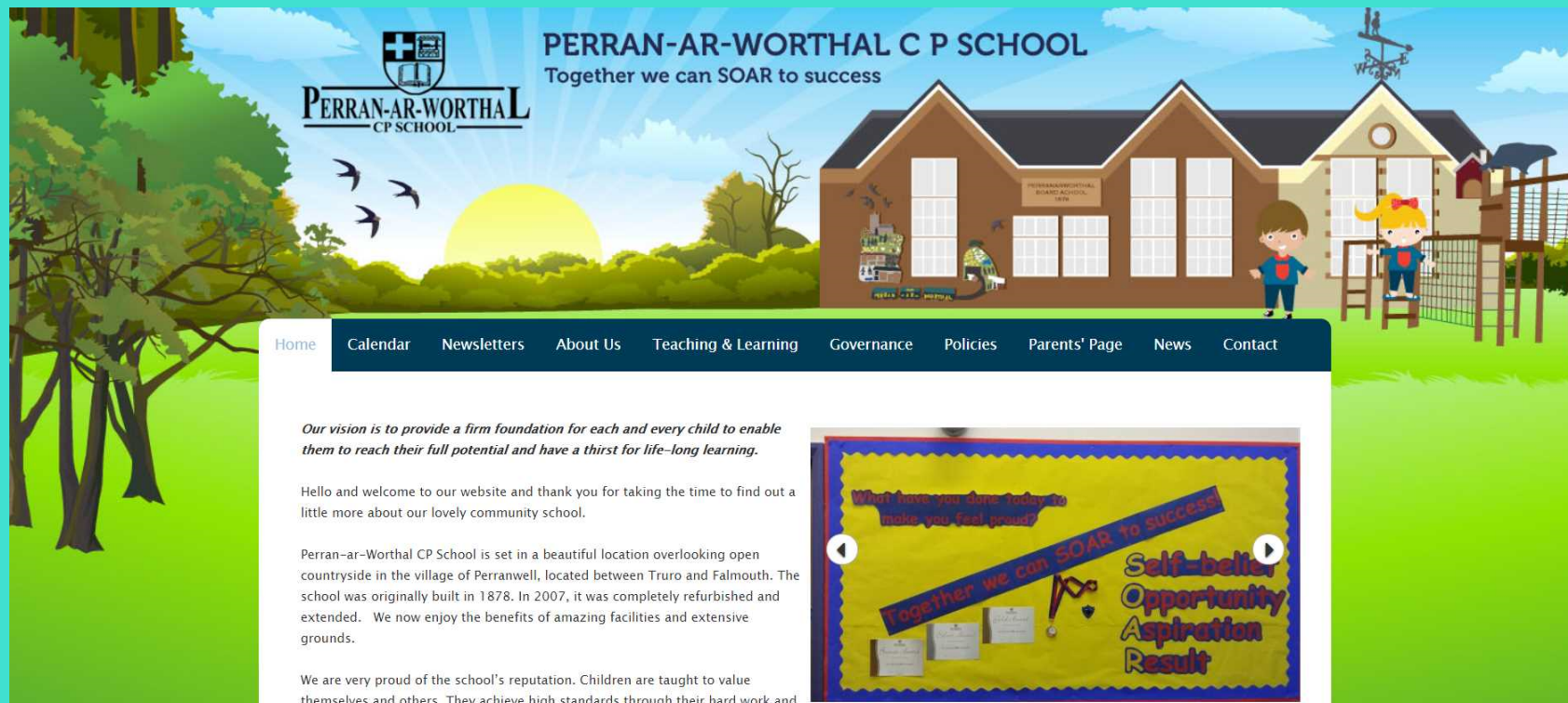
Year 4

Initial Requirements:					
		apply phonic knowledge and skills to the route to decode words; 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. <i>(if no go to Year 5)</i>			
		apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute); when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done. <i>(if no go to Year 5)</i>			
		automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence; predicts what might happen on the basis of what has been read so far; makes links between the book they are reading and other books they have read. <i>(if no go to Year 5)</i>			
Expected Next Steps:					
Read aloud	1	reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
	2	listens to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
Reading & Personal and Performance	3	is increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
	4	recognises some different forms of poetry [for example, free verse, narrative poetry]			
Comprehension	5	uses dictionaries to check the meaning of words that they have read			
	6 (a)	checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			
	7 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
	8 (c)	identifies main ideas drawn from more than one paragraph and summarises these			
	9 (b)	retrieves and records information from non-fiction			
	10 (f)	identifies how language, structure, and presentation contribute to meaning			
	11	participates 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			
Exceeding Next Steps:					
	12	fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books			
	13 (e)	makes predictions based on details stated and implied			
	14	distinguishes between statements of fact and opinion; and in non-fiction			
Decimal Score Tracking:					
Decimal Score:					
Emerging if...		Expected if...		Exceeding if...	
4.0	≤10% of expected criteria understood and applied with few errors	4.5	85-99% of expected criteria understood and applied with few errors	4.8	All expected criteria understood and applied with no errors plus 67% of exceeding
4.1	11-24% of expected criteria understood and applied with few errors	4.6	100% of expected criteria understood and applied	4.9	All expected criteria consistently correct plus 100% of exceeding criteria
4.2	25-44% of expected criteria understood and applied with few errors	4.7	All expected criteria understood and applied with no errors plus 33% of exceeding criteria		
4.3	45-64% of expected criteria understood and applied with few errors				
4.4	65-84% of expected criteria understood and applied with few errors				



## Help at home: Website

On the school website, there is an area specifically for English. It is named 'English Information' and is found under the banner 'Teaching and Learning'.



Thank you!



## Parents Meeting KS2