

Welcome!

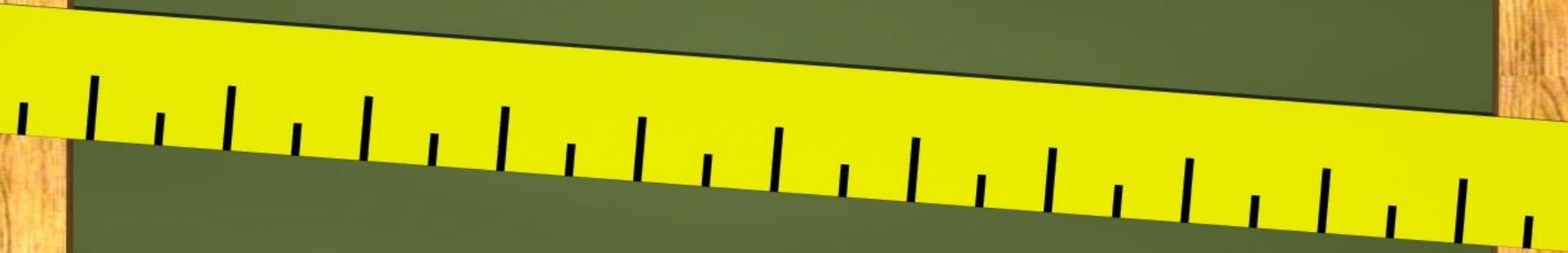
Key Stage 2

Curriculum Evening



*Please take hand-outs from
the table at the entrance.*

Writing



All year groups cover the following areas:

✓ *Narrative- which includes play-scripts, myths and legends, stories from other cultures, traditional stories and stories with flashbacks.*

✓ *Non Fiction- which includes instructions, explanations, reports, recounts and persuasive texts.*

✓ *Poetry*



How do we start?

We start with a stimulus, and this might be:

- A book (fiction or non-fiction)*
- Poem*
- An clip from a film or book*
- A photograph or painting*
- A piece of music or an object*

Getting into it!!



- We prepare the children before they write and we will do this by:
- Engaging the children in discussions either in groups or pairs.
- Involving the children in paired or group presentations.
- Doing drama to get the children into a character or a situation.

Reading linking to writing

- *Children cannot write a certain text type without having experienced it first. Therefore, writing is always preceded by:*
- *Reading a text that will support their writing.*
- *Using this as a tool to teach reading comprehension.*
- *Collecting helpful words or phrases.*

Writing

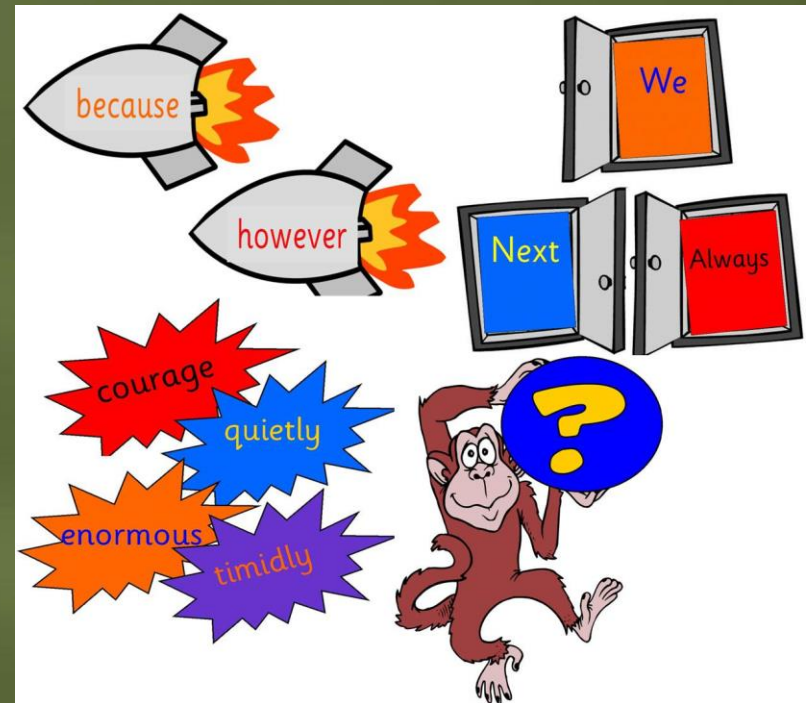
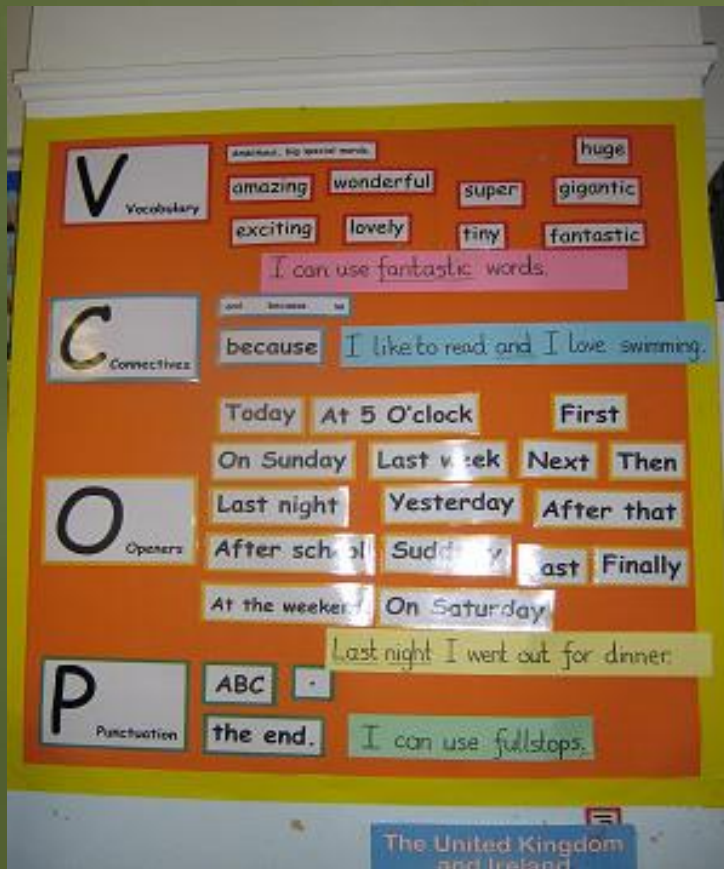


- The writing tends to come at the end of a topic which is usually in a BIG Write session
- Modelled writing, shared writing, paired writing, group writing.
- By this point the children are very much prepared to produce a piece of writing of a high level.
- They will have learnt new words and phrases, worked on punctuation and sentence structure and studied examples and discussed them.

- This may mean that for some units of work, your child will have less recorded in their book than you might expect
- However, the quality of what they produce will be much better!



We encourage VCOP in all writing!



Ask your child about VCOP!

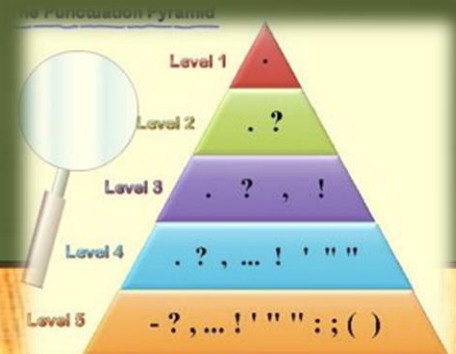
❖ V- VOCABULARY or WOW words!



❖ C- CONNECTIVES/CONJUNCTIONS -
once, after, besides, however...

❖ O- OPENERS - *connectives, -ly words, -
ing words*

❖ P- PUNCTUATION



New Curriculum

- There is a much higher focus in the new curriculum on the teaching of phonics, grammar and transcription. Also expectations have been raised.
- Year 2 and Year 6 have the most tricky job, as the new curriculum for them is not statutory until 2015 as the tasks and tests for next year are still going to be based on the old curriculum.
- The biggest change is that there are no levels within the new curriculum and the assessment has been under consultation and will not be in place until September 2015. so until this has been confirmed, we will continue to assess against the previous national curriculum levels.
- End of Key stage 2 Tests for Reading, Maths and SPaG (spelling punctuation and grammar) which will be externally set and marked. Teacher Assessments will be used for Science and Writing.

National Averages

	National Average	School Average
Year 3	2a	3c
Year 4	3b	3a
Year 5	4c	4b
Year 6	4a	5

Test Time!

- Read through the pieces of work on your table and order them according to the level of progression.
- Can you justify your reasons?

Piece 1

In this text, the child has used...

Some capital letters

Basic adjectives

Time openers

Full stops

Simple connectives

Piece 2

In this text, the child has used...

Adjectives

Full stops, exclamation marks

Ambitious vocabulary

Conjunctions: where, as, but

Tried to use paragraphs

However they have some problems with capitals

Piece 3

In this text, the child has used...

Adjectives

*Full stops, exclamation marks, commas,
speech marks*

Ambitious vocabulary

Adverbs

Conjunctions: where, as, but

Tried to use paragraphs

Some variation in sentences

Piece 4

In this text, the child has used...

Adjectives

High level of punctuation

Ambitious vocabulary

Adverbs

Complex conjunctions

Paragraphs consistently used

Range of sentences

Mature writing style

Difference in Levels

Level 2

Have you seen my dog? He is Brown and very scruffy. He likes to eat bones, and sousigs and biskits too but he likes sosags best. My dog can bark very loudly and he can run very fast. I like both my dog and my cat but I like my dog best.

Level 3

Although I have two pets I like my dog best. You should see him! He is large, rusty brown and very scruffy. He does look very funny. My dog enjoys eating bones and biscuits however he enjoys sosages most of all. When my dog barks it is so loud, I just have to cover my ears. Have you heard him?

Difference in writing

Level 4

People often ask me about my pets and although I have two, I have to say that if I have to choose my favourite is my dog. Can you picture a large, rusty brown ragamuffin with a comical face who looks at you with such an amused expression that you have to laugh? That's my Bonzo! His diet is fairly simple, he mainly eats biscuits and bones. If given a choice, however, he prefers meat, and most of all he enjoys a juicy sausage.

Level 5

"Man's best friend is his dog." It's an old saying, but a very true one. Although I have two pets, a dog and a cat. I have to say that, if forced to choose, the former is my favourite. Picture, if you will, a large, russet-brown ragamuffin with a comical face, whose amusing expression regards you with such pathetic appeal that you are obliged to laugh. That's my Bonzo!

How to help your child to write

- What are they interested in? Exploit it! Let them use the computer if this helps.
- Talk to them about it...Children usually write better if they have discussed their ideas first.
- Not everything has to be written down. Play word/sentence games whilst in the car or at bath-time!
- Use a stimulus to make up a story- a picture, a piece of music, an object (like an old watch).
- Set aside a special, quiet area for writing. Have different paper, pens, a dictionary, thesaurus etc.

Writing...make it real!

- *Thank you letters*
- *Lists- Christmas and birthdays.*
- *Postcards*
- *Pen-pals*
- *E-mails to friends or relatives*
- *Keep a diary*



Reading

- Orleans Primary – read every night for 10-15 minutes and record in diaries as well ticking calendar
- Be asked questions about the text
- (see diaries and handout)



Reading model

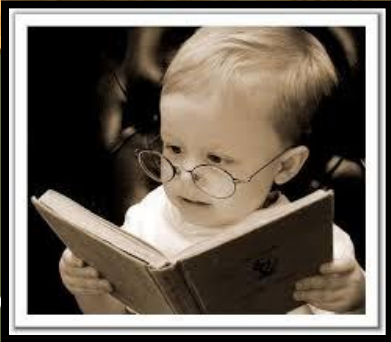


Word reading

Comprehension understanding

Reading colour bands –Word readers

- ✿ Pink
- ✿ Red
- ✿ Yellow
- ✿ Blue
- ✿ Green
- ✿ Orange
- ✿ Turquoise
- ✿ Purple
- ✿ Gold
- ✿ White
- ✿ Lime
- ✿ Brown
- ✿ Grey
- ✿ Royal Blue
- ✿ Plum Red
- ✿ Dark Red
- ✿ Cream



Reading



It is still vitally important for your child to read every night as although they may be able to read all of the words on the page, there may be some gaps in their understanding.

Dictionaries and thesauruses are a useful tool in aiding children's understanding of words.



Reading



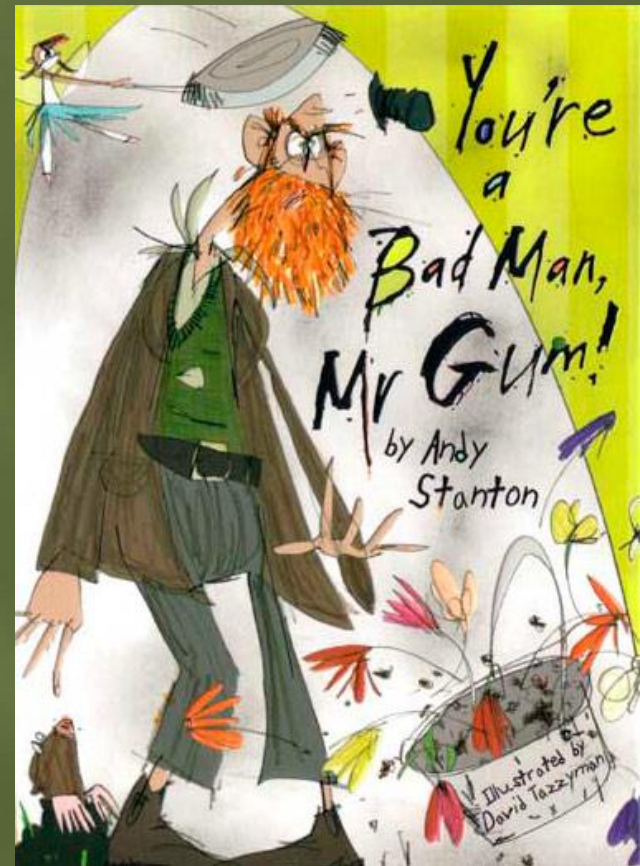
Although children can be competent readers in KS2, it is good for children to have stories that are above their reading level, read to them to get ideas for their writing and also to hear how to adopt a story telling voice. This also assists comprehension.

Reading Diaries

- *They should be reading every day for 10- 15 minutes and then recording this in their reading diaries in both the calendar section and the notes section.*
- *Children can write in their own diaries but an adult needs to sign it.*

Reading...

- ✓ The more your children read, the more ideas they will have for their own writing.
- ✓ They could have a go at writing their own story with the same characters in.



Comprehension

3

Three divided

They trotted down the street in silence, then climbed the steep path which led to the canal. Nab End House looked large and dark on the other side of the water. All around lay the overgrown garden, thick with weeds and thistles, which bordered the Park. The three boys made their way over the canal bridge, and stood in a row for a moment in front of the iron gates. Then they clambered over and walked up the gravel path.

The night seemed not so dark now that they had climbed the rise of land, and looking back they could see below them the silvery stretch of water, and beyond that the village, with the street lights, and the lights of the houses coming on.

'But it's somehow different,' said Michael; but he couldn't explain what the change had been.

Shaun felt it too. 'I think it's a sort of magic,' he said. 'I think some kind of magic's happened.'

As he spoke, a great black bird, a raven, came swooping up from the dusk and settled on the branch of a tree with a loud flap of its wings.

'Three united will be divided,' it croaked in a loud hoarse voice.

'What?' said Shaun. He looked up into the tree and saw the bird's round bright eye



-
- *Have a look at the comprehension questions in your pack*
 - *These are the type of things your child needs to be able to answer*
 - *These are also in their reading diaries*

Let's have a look!



- ❖ *Go to the Dragon-maker*
- ❖ *Plum Red - Level 3/4*
- ❖ *Where has their journey taken them so far?*
- ❖ *What did Shaun see when he looked up?*
- ❖ *What do you think will happen next? Why do you think that?*
- ❖ *How does the author build up suspense? How have they used different types of sentences to aid this?*
- ❖ *What powerful words has the author used for climbed?*
- ❖ *What descriptive language has the author used?*

SPAG

• This years cohort of Year 5's will be undertaking the SPAG test in 2016.



Examples

5 Each of the sentences below is missing a verb.

Draw a line to match each sentence with the correct verb.

One has been done for you.

Sentence	Verb
Liam and Dan _____ gone outside.	are
The children _____ listening to a story.	is
Kyle _____ forgotten his lunch.	has
The teacher _____ writing on the board.	have

20

Look at the passage below. Change all the verbs from the **past** tense to the **present** tense.

One has been done for you.

My mum's alarm clock wakes me at 6am.

I pulled the pillow over my head and sighed.

Suddenly, I heard a crash from my brother's bedroom.

"Great. So much for my lie in!" I thought.

2 marks

Try to keep it fun!

- ❖ If it isn't working, abandon it and try again another time!*

