



National Curriculum

28th January 2015

Aims

To introduce the key implications and statutory requirements of the new national primary curriculum for Reading, Writing and Maths, for Years 1 -6

The new primary curriculum

The new primary curriculum came into effect in September 2014. It has implications for both what is taught and how it is taught.

Although there are changes to the content of the curriculum and the expectations of what the children will learn, it does not alter All Saints' commitment to supporting every child through a diverse, differentiated and meaningful curriculum.

The new primary curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The new national curriculum

The new national curriculum (for years 1 – 6) builds directly on both the prime areas of communication and language and the specific areas of Literacy and Mathematics from the Early Years Foundation Stage Framework (for nursery and reception).

Support materials

- We have prepared handouts for you to take which outline the statutory expectations for Grammar, Spelling and Punctuation and Maths in each year group.
- There is an exemplification of written calculation methods.
- There is a table showing reading support materials sent home for each year group and a list of recommended reading books.
- The Primary national curriculum 2014 and support materials are available to download from the school's website.
- There are booklets of suggested maths activities for Key Stage 1 and 2, and recommended support materials available for you to browse.

Reading and Writing

The new curriculum introduces changes to the statutory expectations for reading and writing (including handwriting), and particularly the curricular expectations for grammar, spelling and punctuation.

Reading

- Reading is in two parts; word reading and comprehension (both listening and reading).
- High quality phonics teaching (letters and sounds) from the very beginning of school underpins the ability to decode.
- Diverse opportunities to read, listen, experience and talk develops comprehension.

Reading

‘All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum’.

Primary national curriculum 2014

Reading

There needs to be the development of a love of books and reading, and an appreciation of books' value in an 'IPad age'.

Children are to be encouraged to read a diverse range of genre, including poetry and classics.

Writing

The new curriculum places a greater focus on handwriting, grammar, spelling and punctuation.

Grammar, spelling, phonics and punctuation skills are taught explicitly and then children are given a broad range of opportunities to write at length across genre and for a wide range of purposes.

Writing is taught across the curriculum – not just in Literacy lessons but also in RE, Science and Creative Curriculum. For example, in Year 2 children have written recounts about Florence Nightingale and in Year 5 children have written non chronological reports and balanced arguments about polar bears and climate change.

Grammar Spelling and Punctuation

The new curriculum lays out statutory expectations for each year group for grammar, spelling and punctuation. The children will be expected to use and apply an increased range of grammar, punctuation and spellings, including terminology.

Grammar

Do you know the meaning of these grammar terms? Which Year group do you think they are statutory learning and terminology?

compound

subordinate clause

modal verb

antonym

Grammar

- **Compound (Y2)** – a word that contains at least two root words, i.e. bookshop, inkjet, outgrow
- **Subordinate clause (Y3)** - a clause that is subordinate to some other part of the same sentence; for example He watched her *as she disappeared*.
- **Determiner (Y4)** – specifies a noun as known or unknown; *the* cat, *Julie's* cat
- **Modal verb (Y5)** - changes the meaning of other words; *can, may, should, might*
- **Antonym (Y6)** – meanings are opposites – *hot and cold, wet and dry, light and dark*

Spelling

There are statutory spelling patterns for each year group and statutory word lists for Years 3 & 4 and 5 & 6.

Example spellings:

knew (Y2) dinosaur (Y1) quickest (Y1)
nicest (Y2) happiness (Y2)
accidentally (Y3/4) occasionally (Y3/4)
parliament (Y5/6) exaggerate (Y5/6)
pronunciation (Y5/6)

Spelling

- Spelling teaching follows on from phonics teaching. Spelling rules are taught as well as spellings from the statutory list. As with grammar, these skills are taught explicitly and then children are given opportunities to apply them.
- Part of the challenge with spelling is making sure that the child understands the word and can apply it in context.

Punctuation

The greatest changes to expectation are in Year 1 and 2.

Year Group	Punctuation statutory requirement
Year 1	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>
Year 2	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]

Punctuation

Year Group	Punctuation statutory requirement
Year 3	Introduction to inverted commas to punctuate direct speech
Year 4	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials

Punctuation

Year Group	Punctuation statutory requirement
Year 5	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Year 6	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]

Mathematics

The new curriculum places a greater emphasis on the fluency in the *fundamentals of mathematics* – mental recall, use of formal written methods for all operations and the application of these to solve problems.

Mathematics

“Basic maths essential for everyday life, as well as a key skill required in the workplace. Employers want all staff to be numerate, which means being able to confidently handle numbers, work out percentages and make estimates,”

Neil Carberry, CBI Director of Employment and Skills

Why do we teach Maths?

“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

**Mathematics Programmes of Study Key Stages 1 & 2
National Curriculum in England**

What changes are there to the maths curriculum?

- Abstract symbols (from Year 1)
- Roman Numerals (from Year 3)
- Calculation; addition and subtraction using columns (from Year 3)
- Multiplication tables to 12 x 12 (Year 4)
- More reference to interpretation of data
- Complex measurement of area and volume
- Algebra
- Calculators only to be used once children are secure in calculation (no longer permitted for SATS)

Progression with calculation

- Particularly in Early Years and KS1, children need to experience practical activities to develop an understanding of the concepts of addition and subtraction, and to build understanding of number, place value and partitioning in order to progress to formal column methods.

Example progression for the new curriculum for multiplication and division

Year group	Multiplication and division statutory requirement
Year 1	To count in 2s, 5s and 10s from zero To solve multiplication and division one step problems using concrete apparatus in a range of contexts
Year 2	To count in 3s from zero To recall and use multiplication and division facts for the 2,5 and 10 x tables To recall and use division facts for the 2, 5 and 10 x tables To solve multiplication and division problems using pictures and diagrams

Example progression for the new curriculum for multiplication and division

Year group	Multiplication and division statutory requirement
Year 3	<p>To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>To divide 2 digit numbers by another number using related multiplication facts</p> <p>To solve one step word problems involving multiplication and division</p>
Year 4	<p>To recall and use multiplication and division facts for all multiplication tables up to 12×12</p> <p>To solve two step word problems involving multiplication and division</p> <p>To use a formal vertical method to multiply 2 and 3 digit numbers and money with 2 decimal places by a single digit</p> <p>To divide 2 and 3 digit numbers using related multiplication facts and efficient written methods</p>

Example progression for the new curriculum for multiplication and division

Year group	Multiplication and division statutory requirement
Year 5	<p>To recall quickly all the multiplication and division facts for tables up to 12x 12, and use these confidently in larger calculations</p> <p>To multiply 2 digit by 2 digit numbers using long multiplication</p> <p>To divide three and four digit numbers by 1 digit using short division and represent the remainder as a fraction or a decimal</p> <p>To solve multi step problems involving multiplication and division</p> <p>To identify and recognise multiples, factors, squared and cubed numbers</p>
Year 6	<p>To perform mental calculations, including with mixed operations and large numbers.</p> <p>To identify common factors, common multiples and prime numbers</p> <p>To use long multiplication to multiply 3 and 4 digit numbers by a 2 digit number</p> <p>To divide numbers up to 4 digits by a 2 digit whole number using long division</p>

Could you calculate...

$$789 + 642$$

$$874 - 523$$

$$124 \times 26$$

$$432 \div 15$$

...using a formal written method?

Example formal written methods

789 + 642 becomes

$$\begin{array}{r} 7 8 9 \\ + 6 4 2 \\ \hline 1 4 3 1 \\ \hline 1 1 \end{array}$$

Answer: 1431

874 - 523 becomes

$$\begin{array}{r} 8 7 4 \\ - 5 2 3 \\ \hline 3 5 1 \\ \hline \end{array}$$

Answer: 351

Example formal written methods

124 × 26 becomes

$$\begin{array}{r} \begin{array}{ccc} & 1 & 2 \\ & \mathbf{1} & \mathbf{2} & \mathbf{4} \\ \times & & \mathbf{2} & \mathbf{6} \\ \hline & \mathbf{7} & \mathbf{4} & \mathbf{4} \\ & \mathbf{2} & \mathbf{4} & \mathbf{8} & \mathbf{0} \\ \hline & \mathbf{3} & \mathbf{2} & \mathbf{2} & \mathbf{4} \\ \hline & \mathbf{1} & \mathbf{1} & & \end{array} \end{array}$$

Answer: 3224

432 ÷ 15 becomes

$$\begin{array}{r} \begin{array}{ccc} & 2 & 8 & \cdot & 8 \\ & \mathbf{4} & \mathbf{3} & \mathbf{2} & \cdot & \mathbf{0} \\ \mathbf{1} & \mathbf{5} & \overline{) } & & & \\ & \mathbf{3} & \mathbf{0} & & \downarrow & \\ \hline & \mathbf{1} & \mathbf{3} & \mathbf{2} & & \\ & \mathbf{1} & \mathbf{2} & \mathbf{0} & & \downarrow \\ \hline & & \mathbf{1} & \mathbf{2} & \mathbf{0} & \\ & & \mathbf{1} & \mathbf{2} & \mathbf{0} & \\ \hline & & & & & \mathbf{0} \end{array} \end{array}$$

Answer: 28.8

Assessment

DfES (October 2013) states that “ the single most important outcome for any primary school should strive to achieve is making sure as many of its pupils are “secondary ready” by the time they leave. National Curriculum tests in English and Maths will continue, and will show whether pupils have met a demanding “secondary readiness” standard.

“We will expect a very high proportion of pupils – 85% - to reach the new, higher secondary readiness threshold”.

Assessment

- The first formal assessments of the new curriculum will take place in 2016. The current year 5 and Year 1 children will be first to be assessed on the renewed criteria.
- Children will be assessed against age related expectations. It is expected that 85% of pupils in each year group will reach the age related expectation for reading, writing **and** maths.

Assessment

- Some children's attainment is significantly above the expected standard, and some children will need extra support to work towards the expected standard. As before, learning will be differentiated and children will be set targets that are both appropriate to their level and ambitious.
- We work with The SEN Code of Practice, October 2014, which states that:
'the culture, practice, management and deployment of resources in a school or setting are designed to ensure all children's needs are met'.

Assessment

Key Stage One

- Children at Key Stage One will be assessed to be working; below national standard, working towards national standard, at national standard or at mastery standard for Reading, Writing and Maths.
- There will be externally set and internally marked tests for Grammar Spelling and Punctuation and Maths.

Assessment

Key Stage Two

- Children at Key Stage Two will be assessed to be working; below national standard, working towards national standard, at national standard, above national standard or at mastery standard for Writing.
- There will be externally set and externally marked tests for Reading, Grammar Spelling and Punctuation and Maths. These will be assessed as 'working at the national standard', or not.
- New tests have been written and trailed for the new National Curriculum.
- Levels will no longer be reported from 2015.

Quick fix support

- Read every day
- Learn spellings and put them into sentences, verbally and then in writing
- Learn addition and subtraction number bonds to 20
- Learn times tables and corresponding division facts

And finally...

Please stay for a tea or coffee and look at the support materials we have available.

We are happy to discuss any general questions that you have regarding the new curriculum.

Please make an appointment to see your child's class teacher if you have any specific question regarding how the new curriculum impacts on their learning.

Thank you for your time and support.