

English and
Maths

KS2

Life without levels.

Expectations by the end of Year Six.

Writing – working towards the expected standard

- Use paragraphs to organise ideas
- Describe settings and characters
- Use some cohesive devices within and across sentences and paragraphs
- Use different verb forms mostly accurately
- Use co-ordinating and subordinating conjunctions
- Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- Spell most words correctly, including common exception words
- Produce legible joined handwriting

Writing – working at the expected standard

- Create atmosphere, and integrate dialogue to convey character and advance the action
- Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Use passive and modal verbs mostly correctly
- Use a wide range of clause structures, sometimes varying their position within the sentence
- Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and make some use of semi-colons, dashes, colons and hyphens
- Spell most words correctly, including common exception words
- Maintain legibility, fluency and speed in handwriting

Writing – working at greater depth

- Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- Select verb forms for meaning and effect
- Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between different clauses, mostly correctly

Reading – working at the expected standard

- Read age-appropriate books with confidence and fluency (including whole novels)
- Read aloud with intonation that shows understanding
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Predict what might happen from details stated and implied
- Retrieve information from non-fiction
- Summarise main ideas, identifying key details and using quotations for illustration
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Make comparisons within and across books

Why do children need to learn to spell correctly?

- Spelling is a fundamental skill for effective written communication
- Poor spelling creates a bad impression – it's one of the first things a reader notices
- Anxiety about spelling inhibits writing, especially choice of words
- Even with spell checkers there are many times when we need to know spelling rules and manage auto-correct
- Spelling is a key aspect of the national curriculum; children who cannot spell the age appropriate words cannot be considered to be working at expected level

Why do children need to learn to read confidently?

- Reading is a fundamental skill for effective written and spoken communication
- Reading is enjoyable and helps develop imagination, vocabulary and independence
- Poor reading skills can limit the intake of information, the ability to read for meaning or follow written instructions
- Anxiety about reading inhibits writing and speaking skills when a child is hesitant to read aloud
- Reading is a key aspect of the national curriculum; children who cannot read confidently cannot be considered to be working at expected level

Why do children need to learn handwriting skills?

- Handwriting is a fundamental skill for effective written communication
- Poor handwriting creates a bad impression
- Anxiety about neatness and letter form inhibits writer confidence
- Even with word processing or text facilities there are many times when we need to write by hand
- Writing is a key aspect of the national curriculum; children who cannot use proper letter formation cannot be considered to be working at expected level

Why do children need to learn to apply calculations?

- Mathematical calculation is a fundamental skill for learners
- Secure mathematical calculation ability builds confidence
- Anxiety about calculation inhibits use of maths, reduces willingness to tackle challenges and associated problem solving activities
- Even with calculators, there are many times when we need to calculate correctly
- Mathematical calculation is a key aspect of the national curriculum; children who cannot use maths skills at the age appropriate level cannot be considered working at expected level

New Curriculum, New Standards, New Tests: KS1

- Extensive changes
- Previous tests and tasks replaced by a new set of tests
- New tests include:
 - a grammar, punctuation and spelling test
 - an arithmetic paper
- No set days for the administration
- To be administered during May 2016

New Curriculum, New Standards, New Tests: KS2

- Mental maths test will be replaced with an arithmetic test
- No level 6 test
 - all pupils will take just one set of tests
 - tests will include a small number of questions designed to stretch the most able pupils

KS2 Grammar, Punctuation and Spelling

Paper 1: questions regarding

- grammatical terms/word classes
- functions of sentences
- combining words, phrases and clauses
- verb forms, tense and consistency
- punctuation
- vocabulary
- Standard English and formality

Paper 2: spellings

KS2 Reading

The key stage two English reading test comprises:

- a reading booklet containing three texts which increase in demand throughout the booklet
- a reading answer booklet containing question (total 50 marks)

KS2 Mathematics

- The key stage two mathematics test materials comprise:
- Paper 1: arithmetic (40 marks)
- Paper 2: reasoning (35 marks)
- Paper 3: reasoning (35 marks)

How can parents help?

Support with homework activities is always beneficial.

Whatever stage your child is at this will always be the case.

I have set out some ways in which parents can support their children to develop their skills.

Speaking and Listening

- Say words correctly – and insist that your child does
- Speak in sentences – as above
- Encourage story telling
- Have conversations
- Ask questions

Reading

- Give your child lots of opportunities to read:
 - stories
 - poems
 - information books
 - signs and notices
 - newspapers, magazines and comics
 - instructions (recipes, games etc)
- Make use of your local library too!

Reading – ask questions

What has happened in the story so far?

What do you think will happen next?

Who is your favourite / least favourite character? Why?

Do you think the author intended you to like / dislike this character? How do you know?

Does your opinion of this character change during the story? How? Why?

Which part of the story is your favourite / least favourite? Why?

Would you change any part of the story? How?

Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.

Have you read anything else by this author? Is anything similar?

When do you think this book was written? How do you know?

Do you think the title of the book is appropriate? What would you have called it?

What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?

Find two sentences which describe the setting.

Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

Would you like to read another book by this author? Why/ why not?

Writing

As children progress, they need to extend the basics and be encouraged to:

- select adventurous vocabulary for effect
- vary sentence structure and length
- add clauses
- think about spelling patterns they know
- use a wide range of punctuation
- proof read their own work – and amend where necessary
- use neat, joined handwriting

Maths

Make sure your child knows their tables.

The government say that all children should know their times tables up to 12 x 12 by year five.

These are essential for:

- solving problems
- working with fractions
- calculating with decimals
- converting between measurements e.g. cm to m or km

Maths

Make sure your child knows their number bonds

- If they know that $4 + 6 = 10$ they also know that
- $14 + 6 = 20$ and
- $0.4 + 0.6 = 1$
- $40 + 60 = 100$

This also helps when calculating durations of time:

How many minutes from 10:34am until 11:10am?

The bottom line

Above all, just support your child.

- Some will need guidance and help.
- Some will need questions to extend their thinking.
- Others will need help to be focused and on-task, or simply encouragement to start.

You know your child best!