

# KS2 Curriculum Update 2018

Tuesday 6<sup>th</sup> November 2018



The  
**Coombes**  
CE Primary School

## Changes for 2018 to 2019

- *“The English reading and mathematics frameworks have been removed to reduce assessment burdens in schools. This was set out in the government response to the ‘Primary assessment in England’ public consultation. English reading and mathematics test results will continue to be used in school performance measures.”*

## Question Level Analysis (May 2018)

- Reading – two key areas of weakness nationally:
  - Give/explain the meaning of words in context (69%)
  - Make inferences from the text/explain and justify inferences with evidence from the text. (62%)
- Maths – two key priority areas nationally:
  - Measurement (55%).
  - Fractions, Decimals and Percentages (67%).
- SPAG
  - Grammatical terms/word classes (65%)

## School responses to these issues

- Shift from Guided Reading Groups to Whole Class comprehension so that comprehension techniques are explicitly modelled.
  - Focusing on improving written comprehension.
  - Teaching tightly focused around specific comprehension skills.
- Moving towards a knowledge-led curriculum with vocabulary development and knowledge organisers as our starting point.
- Moving towards a mastery-based approach in Maths.

# Knowledge Organisers



## Knowledge Organiser for Year 5 Geography Topic: North America

Key Features	
Oceans / bodies of water bordering USA	Atlantic Ocean, Pacific Ocean, Arctic Ocean, Gulf of Mexico, Bering Sea
Four mountain ranges	Appalachian Mountains, Cascade Mountains, Rocky Mountains, Sierra Nevada
Five Great Lakes	Series of interconnected fresh water lakes in the north eastern. They form part of the border between the USA and Canada
Great Plains	Grassland region of North America between the Rocky mountains and the Mississippi river
Major rivers	Missouri River (3,767km), Mississippi River (3,734 km), Yukon River (3,187 km), Rio Grande (3,034 km)
Deserts	Great Basin Desert (cold desert, mostly in Nevada), Mojave Desert (California/Nevada/Arizona), Sonoran Desert (California/Arizona/Mexico), Chihuahuan Desert (border of Mexico and USA)

Tier 3 vocabulary	
Canyon	A deep narrow valley with steep sides
Plateau	A large region that is higher than the surrounding area and is relatively flat
Erosion	The act in which earth is worn away, often by water, wind or ice
Lake	A body of water surrounded by land
River	A large stream of flowing water
Delta	A landform that forms at the mouth of a river, where the river flows into a larger body of water
Flood plain	An area of low-lying ground next to a river which is likely to flood
Levee	An embankment built to prevent the overflow of a river
Prairie	A large area of grassland
Arable farming	Farming that involves plants or crops
Pastoral farming	Farming that involves animals
Population distribution	The pattern of where people live – sparsely populated places contain few people; densely populated places contain many people
Population density	The measurement of the total number of people in an area – total population ÷ total land area in km <sup>2</sup>

# KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

# Top Tips to Support Writing At Home

## **#1 Look to the Spelling Lists**

- Pupils must show that they can spell the actual words from the Y3/4 and Y5/6 spelling lists. Spelling evidence can come from their books or from a spelling test. Where pupils have used these words in their writing, they must be spelt mostly correctly. If there is absolutely no evidence (from a spelling test or in their writing) then they will not meet this 'pupil can' statement.

# Top Tips to Support Writing At Home

## **#2 Invest Time in Hand Writing**

- Pupils must demonstrate joined handwriting to reach the Expected and Greater Depth Standards in Writing.



# Top Tips to Support Writing At Home

## #3 Read widely to support writing

- At Greater Depth the requirement is that pupils draw ‘independently on what they have read as models for their own writing.’
- At the Coombes, units of work are linked to specific genres of writing so that pupils are able to adopt vocabulary and grammatical structures that reflect what the writing requires, e.g. (from [STA exemplification 'Morgan'](#)) the polite recommendation in the letter of thanks, the impersonal constructions in the graffiti argument and technical vocabulary in the science piece.
  - Key points:
    - When reading with your child, reflect on the intended audience of the writing and its purpose.
    - Ensure children are given a balanced reading diet (non-fiction, fiction and poetry)
    - During reading, consider how the reader is affected, and how the author elicited these responses.