

hackney success in the making

Hackney Governors' Conference

## New Primary Curriculum

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## New Curriculum

- September 2014 launch - current curriculum disappiled this year.
- Less prescription - **what** but not the **how** – shorter programmes of study for foundation
- More emphasis on knowledge rather than skills across the curriculum
- Fuller content for KS1/2 English and maths

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## Government's Vision

*"But what really matters is that this is a **new approach to education**, one that gives head teachers and schools far greater freedom. How they implement the national curriculum is down to them.*

*There will be **no statutory document** telling teachers how to do their job. No national strategies telling teachers everything that they have to do. No national roll-out. This is a huge cultural shift."*

Elizabeth Truss, Parliamentary under-Secretary of State –Education and Childcare

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## New Curriculum

The national curriculum forms one part of the school curriculum.

Mathew Arnold:

*"The national curriculum is **just one element** in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications."*

Opportunity for schools to shape curriculum and stay creative.

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## Statutory Changes

**September 2014:** first teaching of national curriculum, except Years 2 and 6 for English, mathematics and science.

**May 2015:** final KS2 tests based on previous curriculum

**May 2016:** first new KS2 tests and whatever baseline assessment is decided after consultation.

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## Support for Designing Curriculums

- National College – leading curriculum development
- Institute of Education-Grand curriculum designs
- Oxford school Improvement – Pathways

All centred on main idea of audit, what skills do we want to gain? Implications for strategic planning, evaluation etc.

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## Organisation of English

The new English programmes of study contains:

- Year-by-year specification at Key Stage 1, with Key Stage 2 curriculum organised in two-year blocks.
- However, within each Key Stage, schools are allowed to introduce the content earlier or later than described in the programme of study.
- Less focus on specific text types and genres. More flexibility about what to teach in many areas.

Main areas of focus:

- Oracy
- Reading for pleasure
- Spelling Vocabulary Grammar and Punctuation
- Phonics

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## English Curriculum

**Spoken language** programme of study

**Reading** divided into:

- word reading
- comprehension

**Writing** divided into:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing.)

**2 appendices:**

- Spelling
- Vocabulary, grammar and punctuation

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## Spoken Language

- Single, discrete programme of study for spoken language for Years 1 – 6
- Highlights the importance of vocabulary development.
- Spoken language is embedded and is highlighted in the English curriculum with the inclusion of **reciting poetry, debates etc.**
- Emphasises that all children should have the opportunity to participate and gain knowledge, skills and understanding of **drama**.

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## Reading

- Reading to be taught using **phonic strategies** - no longer a requirement for pupils to build up a sight vocabulary of high frequency words, or use syntax and context when reading for meaning.
- Pupils across the primary age range are now required to learn a range of **poetry by heart** and perform it.
- At Key Stage 1 pupils are expected to **re-read books** to develop fluency and confidence in word reading and read aloud. Pupils in years 1 and 2 now need to be able to **make inferences** from their reading. (This was previously not covered until year 3).

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## Reading for Pleasure

**Children should be:**

- taught to read fluently, understand extended prose (fiction and non-fiction)
- encouraged to read for pleasure and establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- encouraged to increase their vocabulary.
- encouraged to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

**Schools should:**

- Provide library facilities
- Set ambitious expectations for reading at home

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## Writing

- Increased emphasis on technical aspects e.g. grammar and punctuation.
- No longer genre based – objectives linked to various stages in writing process e.g. planning, drafting, evaluating and revising texts. Most of these happening already.
- In upper Key Stage 2, pupils are expected to summarise longer passages of text.

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## Writing

### Spelling:

Children will need to:

- Learn spelling rules from appendix
- Learn to spell words from the word list
- Perform dictation
- KS2 use dictionaries to check spellings and meanings
- Upper KS2 use thesauruses

## Writing

- All references to creating and presenting texts using electronic tools such as word processing programs have been removed.
- The rest of the requirements are very similar to the old programme of study, but more detailed, especially in Key Stage 1.

## KS1 Changes

### Key changes:

- Emphasis on re-reading books and reading aloud.
- Increased emphasis on comprehension- engaging with and interpreting texts.
- Reciting poems by heart.
- Transcription – prefixes and suffixes introduced earlier.
- More detailed grammar and punctuation provision
- Increased challenge in writing – developing stamina through longer compositions.
- Dictation

## KS2 Changes

### Key changes:

- Comprehension: less detailed prescription on genres and text types, although pupils should continue to read books with a range of different structures.
- Huge focus on word – reading and reading for pleasure
- Greater emphasis on spelling, grammar and punctuation including statutory lists of words for upper and lower KS2.
- More detail included in handwriting for Years 3 & 4.

## A Way Forward?

Audit – What is your vision and what do you hope to achieve?

- Analyse existing provision
- Identify where change is needed
- Analyse 2014 NC for opportunities
- Staff/pupil survey
- What resources do we have?
- What training do we need?
- Working group? Whole staff INSET? SLT Analysis?

## Support Links

- National Curriculum information sheet:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/249416/Curriculum\\_and\\_assessment\\_information\\_sheet.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/249416/Curriculum_and_assessment_information_sheet.pdf)
- DfE TES page  
[http://community.tes.co.uk/national\\_curriculum\\_2014/b/nationalcurriculum\\_2014/default.aspx](http://community.tes.co.uk/national_curriculum_2014/b/nationalcurriculum_2014/default.aspx)
- NCETM – maths [www.ncetm.org.uk/resources/40775](http://www.ncetm.org.uk/resources/40775)
- STEM – science [www.nationalstemcentre.org.uk/primaryscience](http://www.nationalstemcentre.org.uk/primaryscience)
- Expert groups in Computing and geography  
<http://sites.google.com/site/primarycitt>  
<http://geonc.wordpress.com>
- Publishers and subject associations developing new materials.
- Schools who have already made changes – e.g. Maths mastery network.
- DfE linked to TES online, Guardian, teachit, SLT chat, media channels.

## Mathematics

Overview:

- Move from Key Stages to year group programmes of study
- Pairs of year groups. KS1, lower KS2, upper KS2, put in place for structure.
- New categories for maths teaching, which are KS groups specific
- No more of 'using and applying' strand
- No more cross curricular links
- Specific expectation of numbers to work with
- Strong focus on memorising facts/ tables

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## KS1 Changes

- **New categories:** number & place value, addition and subtraction, multiplication and division, fractions, measures, geometry: properties of shapes, geometry; position, direction, motion.
- Knowing key number bonds to 20 (Y1) and 100 (Y2)
- Spatial representation of numbers.
- Mixed fractions (Y2)
- Money now in 'measures'

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## Lower KS2 Changes

- **New categories:** Number, place value & rounding addition and subtraction, multiplication and division, fractions, decimals & fractions (Y4) measures, geometry: properties of shapes, geometry: position, direction, motion, data
- **Specific 'How many more?' 'How many fewer?' vocabulary expectation.**
- Round to larger numbers.
- Reading Roman numerals
- +/- with numbers to 4 digits.
- Recall all tables and division facts up to 12 X 12
- Hundredths, +/- pairs of fractions
- Line graphs (Y4)
- No mention of using and applying
- Integer scaling and translations on grids

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## Upper KS2 Changes

- **New categories:** Number, place value, approximation and estimation, addition and subtraction, multiplication and division, fractions, decimals & fractions, percentages decimals and fractions, measures, geometry: properties of shapes, geometry: position, direction, motion, ratio and proportion (Y6), algebra (Y6), data
- Place value to 10 000000 or more
- Powers of 10
- Roman numerals to 1000
- Metric/ imperial conversions
- Decimal addition and conversion to 1000ths
- Multiply decimals and fractions
- Pie charts

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## What Next?

- Refer to the new curriculum documents to work out coverage
- Maintain most planned elements, but change some headings
- Ensure using and applying is still core to all planning and the context is embedded
- Introduce regular times table practise into homework and transitions
- Continue to differentiate by number and method as new curriculum makes **no mention of expected methods** in any year group
- Endeavour to offer challenge beyond the basic expectations of any given year group

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