

# **Collective Vision Trust**

## **English Curriculum Writing**



## **Writing Overview**

Collective Vision Trust Writing Curriculum is designed to complement the Collective Vision Trust Reading Curriculum so that children develop key skills in English. Children are guided to learn about the importance of writing and the purpose it will have in their life. Writing is purposeful and children have a clear focus of why they are writing.

It is also important that children enjoy writing and have an interest in what they are writing about. The curriculum gives children the skills and knowledge to write effectively, with confidence. The design of the writing curriculum develops not only accuracy but creativity and stamina. This is best done through the thorough understanding of the crucial knowledge that underpins writing.

## **Curriculum Intent**

Collective Vision Trust has developed a writing curriculum that has a clear rationale for purposeful writing which develops writing skills. It is defined across four genres: writing to entertain, writing to inform, writing to persuade and writing to discuss. Integral to these genres are the skills and knowledge which children develop so they are able to write effectively. The skills and knowledge are defined by: how to write, what to write and how to make writing make sense. This clear organisation of sequenced skills and knowledge are delivered across the range a writing genres to ensure a breadth of skills and knowledge.

## **Sequencing**

Our writing progression document clearly details the progression of writing across each year group from the first arrival at school until they leave in Year 6.

## **Recap**

Planned, quality recap is an essential feature of the curriculum. Teachers will incorporate recap into their termly, weekly and daily plans. In addition, the following is worthy of note:

- On the spot accurate assessment is the key to good recap.
- Teachers will quickly move to longer recap of focus areas or concepts that are not fully embedded.
- Differentiation of learning must be applied to recap work – some pupils will need more recap than others, which needs to happen without holding back the learning of the rest of the class.
- The first week in a half term is always a recap week. No new concepts are taught in recap weeks.
- Teachers will plan additional ongoing recaps as part of their weekly plans.

## Letters and Spacing

<u>Crucial Knowledge</u>	<u>Extended Knowledge</u>
<p><b>capital letters</b> also called upper case, these are taller in size and used at the start of a sentence and for a proper noun</p> <p><b>lower case letters</b> usually smaller in size, used most often in writing</p> <p><b>finger spaces</b> gaps left between words</p>	<p><b>grapheme</b> a way of writing a phoneme (sound)</p>

**Word**

**Crucial Knowledge**

**word** a group of letters that mean something

**noun** person, place or thing

**verb** doing, having or being

**adjective** describes a noun

**adverb** details how, when or where, to give more information

**contraction** two words put together and made shorter using an apostrophe ‘ where the removed letters were (*they will = they’ll*)

**prefix** a group of letters put before a word to change its meaning

**suffix** a letter of a group of letters put after a word to change its meaning

**Extended Knowledge**

**noun types** there are five groups of nouns:

- abstract (an idea, quality or feeling such as: truth, danger, happiness),
- collective (group of),
- concrete (can be touched, seen, smelt, heard or tasted),
- pronoun (used instead of a proper noun to avoid repeating),
- proper (name of a particular person, place or brand).

A noun is sometimes called a subject.

**expanded noun phrase** is a phrase that adds more information about a noun by using one or more adjectives

a **simile** describes something by saying it is similar (nearly the same) to something else

**auxiliary verbs** are verbs that help a main verb to show when something has happened (I **have** eaten the cake),

**imperative verbs** are verbs which instruct or command (tell) someone to do something

**modal verbs** are auxiliary verbs which show the chance of something happening or wanting it to happen

**passive verbs** are verbs which are emphasised over the noun (or subject), when the subject of the sentence isn’t doing anything

**adverbials** does the same job as an adverb but uses more than one word to give information about how, when or where

**fronted adverb/adverbials** adverbs and adverbials that are used at the start of a sentence

**synonym** a word or phrase that means the same or similar to another word

**antonym** a word or phrase that means the opposite to another word

## Building a Sentence

### Crucial Knowledge

**conjunction** a word to connect phrases and sentences

**phrase** a group of words that does not have a verb but tells information  
(*the hungry dog*)

**tense** shows if writing is set in the past (already happened), present (happening now) or future (going to happen).

**clause** a group of words containing a noun and a verb (*the hungry dog ran*)

**preposition** tells the position, time or way of something *under, until, with sadness*

**determiner** a word to give context to a noun (*the, a, this*)

### Extended Knowledge

**co-ordinating conjunction** words to join two clauses when the clauses make sense on their own and are equally important

*For And Nor But Or Yet So*

**sub-ordinating conjunction** words to joins two clauses when one clause is more important (often one clause doesn't make sense on its own)

*I SAW A WABUB*

*If since as when although while after before until because*

**independent clause** a clause which makes sense on its own can form a complete sentence (sometimes called the main clause)

**dependent clause** a clause which gives information but doesn't make sense on its own, it cannot be a sentence on its own

**sub-ordinating clause** a clause which uses a sub-ordinating conjunction and joins an independent clause and is less important (often the sub-ordinating clauses doesn't make sense on its own)

**relative clause** a clause which gives extra information doesn't make sense on its own and uses a relative pronoun (*e.g. who, which, that*)

## Sentence Types

<u>Crucial Knowledge</u>	<u>Extended Knowledge</u>
<p><b>sentence</b></p> <ul style="list-style-type: none"> <li>starts with a capital letter and ends with a full stop, question or exclamation mark</li> <li>must have one or more clauses</li> <li>must have a verb and a noun</li> <li>must make sense</li> </ul> <p><b>statement</b> tells you something</p> <p><b>command</b> tells you to do something</p> <p><b>question</b> asks you something</p> <p><b>exclamation</b> exclaims (surprise) about something</p> <p><b>simple sentence</b> a sentence with one clause which makes sense (<i>The hungry dog ran.</i>)</p> <p><b>paragraph</b> a section of writing made up of one or more sentences grouped together about one main subject</p>	<p><b>compound sentence</b> two or more simple sentences joined together (with a co-ordinating conjunction - FANBOYS) <i>The hungry dog ran <u>and</u> the cat sat quietly.</i></p> <p><b>complex sentence</b> a sentence which contains an independent clause and a dependent clause. (one is more important and the other clause adds extra information). <i>The hungry dog ran <u>as it slobbered noisily</u>.</i></p> <p><b>title</b> leads the whole text</p> <p><b>heading</b> leads a section or chapter of a text</p> <p><b>subheading</b> leads a smaller section of a text</p> <p><b>first person</b> when you write as yourself (using 'I')</p> <p><b>second person</b> when you write to the reader directly (using 'you')</p> <p><b>third person</b> when you write about other people</p>

## Punctuation

Crucial Knowledge	Extended Knowledge
<p><b>full stop</b> . a dot to show the end of a statement or command sentence</p> <p><b>question mark</b> ? placed at the end of a question sentence</p> <p><b>exclamation mark</b> ! placed at the end of an exclamation sentence</p> <p><b>comma</b> , a short pause - goes on the bottom line</p> <p><b>apostrophe</b> ‘ shows belonging or two words shortened (contraction) goes high above letters</p> <p><b>speech</b> is talking</p> <p><b>dialogue</b> is a conversation (speech) between two or more characters.</p> <p><b>inverted commas</b> “ ” shows words being spoken. <i>Sometimes called speech marks.</i></p>	<p><b>colon</b> : used to introduce a list or to introduce linked ideas</p> <p><b>semi-colon</b> ; used to separate two independent clauses that are closely related.</p> <p><b>ellipsis</b> ... is used to show that a word has been missed out or a sentence is not finished; usually used to add tension or a silence</p> <p><b>parenthesis</b> word, phrase or clause inserted into a sentence to add extra information</p> <p><b>brackets</b> ( ) used to show parenthesis in a sentence</p> <p><b>dash</b> — a type of parenthesis (like brackets) it separates information shows readers to pause for a little longer than a comma</p> <p><b>hyphen</b> - used to join two or more words. A hyphen is smaller than a dash.</p> <p><b>direct speech</b> is when the exact words spoken are written down inside inverted commas</p> <p><b>indirect (reported) speech</b> the writer shares the main points of what is said without writing exactly the spoken words. Inverted commas are not used</p>

**Text**

<u>Crucial Knowledge</u>	<u>Extended Knowledge</u>
<p><b>fiction</b> a piece of writing which describes people and events which are not true facts</p> <p><b>describe</b> to say or write what something is like</p> <p><b>setting</b> the place in a story</p> <p><b>character</b> a person (or animal) in a story</p> <p><b>non-fiction</b> a text that is not a story and gives true facts and information</p> <p><b>information</b> facts about a person, place, event</p> <p><b>instruction</b> lists how to do something</p> <p><b>argue</b> give a point of view that is different to someone else</p> <p><b>explanation (explain)</b> describes how and why something is done</p> <p><b>playscript</b> a piece of writing written for actors to read from</p> <p><b>poetry</b> a piece of writing that uses imagination and words to share ideas, feelings or a story</p>	<p><b>audience</b> the people who are reading or listening to something</p> <p><b>recount</b> piece of writing that retells and gives details of an event that has happened</p> <p><b>persuade</b> tries to make the reader do something or agree with a point of view</p> <p><b>genre</b> is style of a type of story or writing. It is defined by its features such as plot, character, setting etc</p> <p><b>plot</b> a series of events that make up a story</p> <p><b>narrative</b> speaking or writing about something</p> <p><b>summary</b> a short statement of the main points</p>