**English (writing) Curriculum (EYFS-KS1)**

**Knowledge Organiser**

**Great Linford Primary School 2020**



At Great Linford we believe that language and literacy are fundamental to the overall development of the child and their access to the all areas of the curriculum. We aim to deliver high quality teaching in reading, writing and speaking and listening skills to enable children to become confident and successful in all areas of English and beyond. We follow the National Curriculum using the Talk for Writing (T4W) approach in writing and Read, Write Inc. in phonics. Our spelling curriculum is underpinned by the No Nonsense Spelling scheme. All of what we teach is centred on our class topics though some aspects are taught discreetly when needed. The overall aim of our English curriculum is to provide lessons that are engaging, appropriate to the pupils needs, extends their ability and teaches them life skills that they will use beyond Great Linford Primary School.

**Phonics and Spelling**

**What can I do to support my child?**

* Practise reading and spelling key words
* Learn your child’s spellings with them
* Encourage writing spelling words in sentences
* Encourage your child to write stories, diaries, letters
* Help your child to spot patterns in their spelling words

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| Glossary of Terms |
| Phoneme  | A single unit of sound |
| Diagraph | A type of grapheme where two letters represent one phoneme (sound) e.g. each |
| Consonants | Most of the letters of the alphabet represent consonants |
| Vowels  | The letters a, e, i, o, u |
| Grapheme | A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. ten |
| Segment | Break a word into phonemes |
| Blend | Put the phonemes back together |
| Compound word | A word that contains two or more root words e.g. news+paper, ice+cream |
| Key word/common exception | A word which can’t be phonetically decoded |
| Prefix | word A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear |
| Suffix | A suffix is an ‘ending’, used at the end of one word to turn it into another word e.g. teacher |
| Homophone | Two different words are homophones if they sound exactly the same when pronounced e.g. hear/here |

**Useful links:**

* Phonicsplay.co.uk
* Oxfordowl.co.uk

**Writing, grammar and punctuation**

**What can I do to support my child?**

* Ask your child to tell you their Talk for Writing text
* Practise the actions together
* Don’t over correct independent writing- aim for enthusiasm
* Develop fine motor skills- threading, sticking (art) or cooking.
* Practise letter formation

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| Glossary of Terms |
| Adjective | Used before a noun to make the noun’s meaning more specific e.g. tall, blue |
| Noun | Nouns are sometimes called ‘naming words’ because they name people, places and ‘things’ e.g. table, hotel |
| Verb | Verbs are sometimes called ‘doing words’ because many verbs name an action that someone does e.g. run, cook |
| Adverb | These modifying the verb e.g. quickly, happily |
| Question | Asks something |
| Statement | States a fact or something that has happened e.g. You are my friend. |
| Command | Something you have to do E.g. Pick that up. |
| Exclamation | When something is exclaimed- start with ‘what’ or ‘how’ e.g. What a goal! |
| Noun phrase | ] A phrase where an adjective is used before a noun to describe it e.g. old house |
| Tense | When something happened This can be either past, present or future. For example: I kicked the ball / I will kick the ball.  |
| Imitation | Learning a text and repeating it orally by heart |
| Innovation | Using and adapting a known text |
| Independent Application | Children use what they have learnt and apply it in their own writing |
| Box up | Used to show the structure of a text |
| Text map | A series of pictures used to help learn a text |
| Recount | A text which tells about something which has happened |

**Useful links:**

* Phonicsplay.co.uk
* Talk4writing.co.uk