**English (writing) Curriculum**

**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.

**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 |
| Compound word | A word that contains two or more root words e.g. news+paper, ice+cream |
| 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 |
| Key word | Word that can’t be sounded out |
| Root word | Basic unit of a word |

**Useful links:**

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

**Grammar, punctuation and spelling (SPAG)**

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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 |
| Modal verb | An auxiliary verb that expresses necessity or possibility e.g. might, should, will, must |
| Auxiliary Verb | A verb that helps the sentence make sense e.g. They have been swimming |
| Possessive pronoun | Words that demonstrate ownership e.g. His, her, their |
| Fronted adverbials | Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Later that day, |
| Clause | A group of words which contains a verb |
| Direct speech | Writing down the part being spoken e.g. Rachel shouted loudly “Watch out!” |
| Indirect/ reported speech | Summarising what has been said e.g. He said they'd already eaten |
| Inverted commas | Punctuation (sometimes called speech marks) that show when someone is talking |
| Determiner | A modifying word that determines the kind of reference a noun e.g. three apples / the apple / an apple |
| Synonyms and Antonym | Synonym: words meaning the same e.g. hot/boiling Antonym: words meaning the opposite e.g. hot/cold |
| Parenthesis | Brackets, dashes or commas |
| Preposition | A word which shows the relationship between two nouns in a sentence e.g.: The book under the table |
| Cohesion | Term used to describe the grammatical means by which sentences and paragraphed |
| Passive/active | To affect the presentation of information in a sentence e.g. ACTIVE: I broke the window in the greenhouse PASSIVE: The window in the greenhouse was broken (by me). |
| Apostrophes | Can be used in two different ways; For possession or contraction/ omission. To show ownership (e.g. the boy’s cat) or to indicate the omission of a letter to contract a word e.g. does not becomes doesn’t |