

Collective Vision Trust

English Curriculum Writing



Writing Overview

Collective Vision Trust Writing Curriculum is designed to work in conjunction with the Reading Curriculum to develop children's skills in English. Children need to learn the building blocks of language that incorporate aspects of spelling, punctuation, grammar, style and literacy devices that can be applied across a variety of genre.

It is also important that children develop a creative flair and love for writing alongside technical competence. The writing curriculum needs to develop 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 curriculum that has a clear rationale for the sequence learning different writing skills. The skills in writing development need to be carefully learnt, embedded and built up. It is important that each stage is thoroughly learnt and embedded so that areas become second nature and automatic when writing. For this reason we have identified the following topic areas that are covered in our curriculum: letters and spacing, word, building a sentence, sentence types, punctuation and text. Each topic area's crucial and extended knowledge has been identified and sequenced so that application is carefully built up over the years.

Recap

Planned, quality recap is an essential feature of the curriculum. Teachers will incorporate recap into their daily and weekly 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 topic 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.

Sequencing

Year	Writing - Sentence and Text Structure	Writing - Punctuation	Text Link (individual school to fill in)						
Year 1	<ul style="list-style-type: none"> • Write simple sentences that contain a noun and a verb. • Join two simple sentences using and, so, but. • Start to use simple adjectives 	<ul style="list-style-type: none"> • Use capital letters to start a sentence, finger spaces to separate words and full stops to end a sentence. • Use capital letters for names and for 'I' • Start to use question marks and exclamation marks 	<table border="1"> <tr> <td>The huge bag of worries Thank goodness for Bob All kinds of toys The magical toybox Dogger</td> <td>There was a woman who swallowed a fly Traditional tales (including The 3 little pigs Jack and the Beanstalk The 3 Billy Goats Gruff</td> <td>The very annoying elephant A squash and a squeeze Peace at last Here we are The tiger who came to tea</td> <td>A quiet night in Tuesday Aliens love underpants The great balloon hullabaloo</td> <td>Wish you were here Winnie the witch at the seaside Katie Morag delivers the mail Handa's surprise</td> <td>A bear called Paddington Can't you sleep little bear Where's my teddy? Six dinner Sid The lion inside</td> </tr> </table>	The huge bag of worries Thank goodness for Bob All kinds of toys The magical toybox Dogger	There was a woman who swallowed a fly Traditional tales (including The 3 little pigs Jack and the Beanstalk The 3 Billy Goats Gruff	The very annoying elephant A squash and a squeeze Peace at last Here we are The tiger who came to tea	A quiet night in Tuesday Aliens love underpants The great balloon hullabaloo	Wish you were here Winnie the witch at the seaside Katie Morag delivers the mail Handa's surprise	A bear called Paddington Can't you sleep little bear Where's my teddy? Six dinner Sid The lion inside
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Year 2	<ul style="list-style-type: none"> • Write different kinds of sentences: statement, question, exclamation, command • Use adjectives to add description • Use a wider variety of conjunctions: when, if, that, because, or, and, but • Use present and past tense in your writing 	<ul style="list-style-type: none"> • Use: capital letters, full stops, question marks, exclamation marks • Use commas in a list • Begin to use apostrophes – when missing out letters or to show it belongs to something 	<table border="1"> <tr> <td>1.The Worrysaurus 2.The Smeds and the Smoos 3.Who's afraid of the Big Bad Book? 4.The Three Little Pigs 5.The True story of the Three Little Pigs 6.Cinderella's sisters and the big bad wolf 7.Jim and the Beanstalk</td> <td>WW1 1. The Smartest Giant in town 2. The Whale and the Snail 3.Room on the Broom 4. The Lorax</td> <td>.Lost and Found 2.The Day the Crayons Quit 3.The Day the Crayons came home 4.5.Meerkat Mail (2 weeks)</td> <td>.Grandad's Island 2.Leon and the place between (2 weeks) 3.Care of Henry 4. Diary of a killer cat After the fall On Sudden Hill</td> <td>.Fantastic Mr Fox (2 weeks) 2. Flotsam 3. The Tear Thief 4. The Sound Collector</td> <td>The owl who was afraid of the dark (2 weeks) 2. The Hodgehog (2 weeks) 3. George's Marvellous Medicine (2 weeks)</td> </tr> </table>	1.The Worrysaurus 2.The Smeds and the Smoos 3.Who's afraid of the Big Bad Book? 4.The Three Little Pigs 5.The True story of the Three Little Pigs 6.Cinderella's sisters and the big bad wolf 7.Jim and the Beanstalk	WW1 1. The Smartest Giant in town 2. The Whale and the Snail 3.Room on the Broom 4. The Lorax	.Lost and Found 2.The Day the Crayons Quit 3.The Day the Crayons came home 4.5.Meerkat Mail (2 weeks)	.Grandad's Island 2.Leon and the place between (2 weeks) 3.Care of Henry 4. Diary of a killer cat After the fall On Sudden Hill	.Fantastic Mr Fox (2 weeks) 2. Flotsam 3. The Tear Thief 4. The Sound Collector	The owl who was afraid of the dark (2 weeks) 2. The Hodgehog (2 weeks) 3. George's Marvellous Medicine (2 weeks)
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Year 3	<ul style="list-style-type: none"> • Use a wider variety of conjunctions: when, if, that, because, or, and, but, before, after, while • Use words to show time: then, next, soon, before, after, during • Use a wider range of adjectives to add impact to your description • Write in 1st person (I), 2nd person (you) and third person (he, she or they) • Use correct verbs with all the above points 	<ul style="list-style-type: none"> • Use inverted commas to show what someone is saying 	<table border="1"> <tr> <td>My many coloured days Oh the places you'll go The Twits Matilda</td> <td>Bombs and Blackberries Traditional tales Fables How to wash a woolly mammoth Mog's Christmas calamity</td> <td>The Firework Makers daughter **Remote learning heavily dependent on GPS outcomes</td> <td>Taeodo Jones Iron Man Poetry</td> <td>Taking flight A child's garden a story of hope</td> <td>Playtime!: A selection of plays The Highland falcon thief Transport non-fiction text</td> </tr> </table>	My many coloured days Oh the places you'll go The Twits Matilda	Bombs and Blackberries Traditional tales Fables How to wash a woolly mammoth Mog's Christmas calamity	The Firework Makers daughter **Remote learning heavily dependent on GPS outcomes	Taeodo Jones Iron Man Poetry	Taking flight A child's garden a story of hope	Playtime!: A selection of plays The Highland falcon thief Transport non-fiction text
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Year 4	<ul style="list-style-type: none"> • Vary sentence structures by using different openers • Start some of your sentences with an adverb • Use phrases with adjectives • Use pronouns to avoid repeating yourself 	<ul style="list-style-type: none"> • Use apostrophe for plural possessions and for contracted words • Use commas after fronted adverbs and adverbials • Use inverted commas and other punctuation to show what someone says 	The Miraculous Journey of Edward Tulane I was a Rat Beowulf						
Year 5	<ul style="list-style-type: none"> • Use phrases and clauses to make complex sentences • Use a range of sentence openers to give a different impact or effect • Begin to adapt sentences according to type of writing • Use dialogue • Introduce possibility in writing. Use words such as: perhaps, surely, might, should, will 	<ul style="list-style-type: none"> • Use brackets, dashes and commas in writing • Link clauses and sentences using a range of subordinating and coordinating conjunctions • Use prefixes and suffixes to alter meanings of words 	<table border="1"> <tr> <td>Cogheart The listeners</td> <td>Holes When Hitler Stole Pink Rabbit Christmas poetry Benjamin Zephaniah</td> <td>(Macbeth) Clockwork (Pullman)</td> <td>Floodland</td> </tr> </table>	Cogheart The listeners	Holes When Hitler Stole Pink Rabbit Christmas poetry Benjamin Zephaniah	(Macbeth) Clockwork (Pullman)	Floodland		
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Year 6	<p>Develop a varied and interesting style of writing using the following:</p> <ul style="list-style-type: none"> • Complex sentences using subordinating clauses • Passive voice • Expanded noun phrases to convey complicated information 	<ul style="list-style-type: none"> • Use semi-colon, colon or dash between independent clauses • Use a colon to introduce a list and semi-colon within a list • Use correct punctuation of bullet points • Use hyphens 	Stormbreaker. The boy in the striped pyjamas. The Lion, the witch and the wardrobe The Ruby in the smoke. There's a boy in the girl's bathroom. Skellig						

<ul style="list-style-type: none">• Correct verb tense• Speech to advance action• Sentence structure and layout		
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Letters and Spacing

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

Word

<u>Crucial Knowledge</u>	<u>Extended Knowledge</u>
<p>word a group of letters that mean something</p> <p>noun person, place or thing</p> <p>verb doing, having or being</p> <p>adjective describes a noun</p> <p>adverb details how, when or where, to give more information</p> <p>contraction two words put together and made shorter using an apostrophe ' where the removed letters were (<i>they will = they'll</i>)</p> <p>prefix a group of letters put before a word to change its meaning</p> <p>suffix a letter of a group of letters put after a word to change its meaning</p>	<p>noun types there are five groups of nouns: collective, concrete, common, pronoun, proper. A noun is sometimes called a subject.</p> <p>auxiliary verbs are verbs that help a main verb to show <u>when</u> something has happened (I have eaten the cake),</p> <p>modal verbs are auxiliary verbs which show the chance of something happening or wanting it to happen</p> <p>expanded noun phrase is a phrase that adds more information about a noun by using one or more adjectives</p> <p>adverbials does the same job as an adverb but uses more than one word to give information about how, when or where</p> <p>fronted adverb/adverbials adverbs and adverbials that are used at the start of a sentence</p>

Building a Sentence

<u>Crucial Knowledge</u>	<u>Extended Knowledge</u>
<p>conjunction a word to connect phrases and sentences</p> <p>phrase a group of words that does <u>not</u> have a verb but tells information <i>(the hungry dog)</i></p> <p>tense shows if writing is set in the past, present or future.</p> <p>clause a group of words containing a <u>noun</u> and a <u>verb</u> <i>(the hungry dog ran)</i></p> <p>preposition tells the position, time or way of something <i>under, until, with sadness</i></p> <p>determiner a word to give context to a noun <i>(the, a, this)</i></p>	<p>co-ordinating conjunction words to join two clauses when the clauses make sense on their own and are equally important</p> <p style="text-align: center;"><i>For And Nor But Or Yet So</i></p> <p>sub-ordinating conjunction words to joins two clauses when one clause is more important (often one clause doesn't make sense on its own)</p> <p style="text-align: center;">I SAW A WABUB</p> <p style="text-align: center;"><i>If since as when although while after before until because</i></p> <p>independent clause a clause which makes sense on its own can form a complete sentence (sometimes called the main clause)</p> <p>dependent clause a clause which gives information but doesn't make sense on its own, it cannot be a sentence on its own</p> <p>relative clause a clause which doesn't make sense on its own and uses a relative pronoun <i>(e.g. who, which, that)</i></p> <p>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)</p>

Sentence Types

<u>Crucial Knowledge</u>	<u>Extended Knowledge</u>
<p>sentence</p> <ul style="list-style-type: none"> • starts with a capital letter and ends with a full stop, question or exclamation mark • must have one or more clauses • must have a verb and a noun • must make sense <p>statement tells you something</p> <p>command tells you to do something</p> <p>question asks you something</p> <p>exclamation exclaims (surprise) about something</p> <p>simple sentence a sentence with one clause which makes sense (<i>The hungry dog ran.</i>)</p>	<p>compound sentence 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>complex sentence 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>paragraph a section of writing made up of one or more sentences grouped together about one main subject</p>

Punctuation

<u>Crucial Knowledge</u>	<u>Extended Knowledge</u>
<p>full stop . a dot to show the end of a statement or command sentence</p> <p>question mark ? placed at the end of a question sentence</p> <p>exclamation mark ! placed at the end of an exclamation sentence</p> <p>comma , a short pause - goes on the bottom line</p> <p>apostrophe ‘ shows belonging or two words shortened (contraction) goes high above letters</p> <p>inverted commas “ ” shows words being spoken. Goes high above letters</p>	<p>colon : used to introduce a list or to introduce linked ideas</p> <p>semi-colon ; used to separate two independent clauses that are closely related.</p> <p>ellipsis ... 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>parenthesis word, phrase or clause inserted into a sentence to add extra information</p> <p>brackets () used to show parenthesis in a sentence</p> <p>dash — a type of parenthesis (like brackets) it separates information shows readers to pause for a little longer than a comma</p> <p>hyphen - used to join two or more words. A hyphen is smaller than a dash.</p>

Text

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