

St Bernard's KS 1 English Knowledge Organiser

Phonics and spelling – technical language	
Phoneme	A single unit of sound
Diagraph	A type of grapheme where two letters one phoneme (sound) eg. each
Trigraph	A type of grapheme where three letters one phoneme (sound) eg. sight
Consonants /vowels	Most of the letters represent consonants. Vowels are a, e, i, o, u
Grapheme	A letter or combination of letters that corresponds to each phoneme within a word eg. ten
Segment	Break a word into phonemes
Blend	Put the phonemes back together
Compound word	A word that contains two or more root words eg. news + paper, place + mat
Tricky word	A word which cannot be phonetically decoded
Prefix	A prefix s added to the beginning of a word so that it can be turned into another word eg. disagree
Suffix	A suffix is used at the end of a word to change it into another word eg. teacher
Alien word	Words used to check phonic decoding skills which are not real words eg. meap
CVC	A consonant vowel consonant word eg. mit
Homophone	Two different words are homophones if they sound exactly the same when pronounced eg. their, there
Near Homophone	Two different words are near homophones if they sound almost the same when pronounced eg. quiet, quite

How can parents and carers help?	Useful Links
• Practise reading and spelling key words that have been sent home • Try to not over correct when you read with your child • Read to your child every day if possible • Visit local libraries • Read comics/ magazines • Let your child see you read	National Curriculum Development matters - https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf

• Make reading fun – not a battle – let your child read what interests them	
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Grammar – technical language	
Adjective	Used before a noun to make the noun's meaning more specific – for eg – the big dog
Noun	Nouns – sometimes called naming words because they name people, places and things – eg. dog, table
Verb	Verbs – sometimes called “doing words” because many verbs name an action that someone does – eg. run, laugh
Adverb	Words added to a verb – they add more information about how something is done – eg. slowly, quietly
Question sentence	Asks something: Would you like to play?
Statement sentence	Shares a fact or something that has happened eg. You are a good person.
Command sentence	These sentences are often short and start with a bossy verb eg, Close the door.
Exclamation sentence	When something is exclaimed – they must contain a noun and a verb, eg, What a thoughtful person you are.
Noun phrase	A phrase where an adjective is used before the noun to describe it, eg, a big tree
Tense	Shows whether you are writing about the past (I ran), present (I am running), future (I will be running).

How can parents and carers help?	Useful Links
• Help your child to speak in grammatically accurate sentences • Encourage your child to spot punctuation in their reading books.	• National Curriculum www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

Writing	
WAGOLL	What a good one looks like – examples of good writing and texts to highlight good aspects of writing
Magpie	Taking parts of a good example of texts and adapting and using it in writing
Narrative	A story
Recount	A text that tells you something that has happened
Report	Factual writing
Explanation	Text that tells you how something works
Editing	Going through a piece of work and making it better – checking spellings, tenses and sentence structure
Collaborative	Planning / writing a piece of text with other people
Independent writing	Children writing without adult support

Reading – technical language	
Decoding	Breaking down a word into different phonemes to help read it
Retrieval	Finding information from a text
Prediction	Saying what will happen next or as a result of something
Comprehension	Understanding what has been read
Inference	Making assumptions about what is happening in a text from what you know
Deduction	Using evidence in a text to support an idea

How can parents and carers help?	Useful Links
• Ask your child to tell you about the whole class text they are using • Don't over correct independent writing – aim for enthusiasm • Develop the motor skills eg. threading, colouring • Practise letter formation • Involve children writing for a purpose at home – postcards, letters, shopping lists • Let your child see you enjoying writing	• National Curriculum www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study • www.spellingshed.com