

St Bernard's Upper KS 2 (Y5 +Y6) 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
Grapheme	A letter or combination of letters that corresponds to each phoneme within a word eg. ten
Compound word	A word that contains two or more root words eg, news + paper, place + mat
Key word	A word that 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
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
Homonyms	Two words which are spelt the same but have different meanings, eg. ruler, address

How can parents and carers help?	Useful Links
• Practise reading and spelling key words • Encourage writing • Check spellings together when your child is unsure • Visit local libraries • Read comics/ magazines • Make reading fun – not a battle – let your child read texts that interests them • Help your child to spot patterns in their spelling words	• National Curriculum www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study • www.spellingshed.com • www.spag.com

Grammar – technical language	
Adjective	Used before a noun to make the noun's meaning more specific, eg – the big dog

Noun	Nouns – sometimes called naming words because they name people, places and things – eg. dog, table
Pronoun	A word that takes the place of a noun eg. he, she, it
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
Modal verb	Modal verbs include: might, should, will, must.
Preposition	A word that shows the relationship between two nouns in a sentence, eg. The dog was behind the gate.
Conjunction	A word used to connect clauses or sentences, eg, when, before, after
Fronted adverbial	Words or phrases at the beginning of a sentence, used to describe the action that follows, eg. After a while....
Determiner	A word or phrase which determines the noun or in affect introduces the noun, it always goes before the noun or before the adjective which describes the noun, eg. a, the, every, these
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).
Present Perfect	A verb tense which is used to express actions that occurred at a non-specific time or it can be used to express actions that started in the past but continue into the present eg. We have driven for hours.
First Person	The author writes from their point of view, using pronouns – I me, my, mine, we, us, our
Third Person	The author writes from an overseeing perspective (without including him/herself) using pronouns eg. she, he, they, their
Clause	A group of words which contain a verb

Subordinate clause	Typically introduced by a conjunction, that forms part of and is dependent on a main clause
Relative clause	A relative clause begins with who, which, where, when, whose, that, or an omitted relative pronoun
Relative pronoun	Relative pronouns, like conjunctions, are words that join clauses—in this case, a relative clause to its main clause. The type of relative pronoun used depends on what kind of noun is being described.
Direct speech	Writing the exact thing that someone said, eg. 'They were all wearing blue.' he said.
Indirect / reported speech	Summarising what has been said, eg. He said they witnessed everything.
Inverted commas (Speech marks)	Punctuation marks used around the spoken words, eg. He said, "Can I help you?"
Synonym / Antonyms	Synonym words have a similar meaning – beautiful/ stunning, antonyms have the opposite meaning – good / bad
Parenthesis, brackets, dashes or commas	A word or phrase inserted as an explanation eg, He finally spoke (after what seemed like ages) in a quiet voice.
Ellipses	Indicates an intentional omission of a word, sentence, or a whole section from a text
Apostrophes for omission	Used to show that letters have been left out eg. Hasn't
Apostrophes for possession	Used to show ownership eg. The girl's coat.
Cohesion	When all parts of the sentence fit together perfectly and make sense
Ambiguity	When there can be more than one meaning gathered from a sentence
Active sentence	The subject of the sentence performs the action in the sentences. Eg. I broke the window in the greenhouse.
Passive sentence	The action within the sentence comes first and is followed by the subject. Eg. The greenhouse window was broken by me.
Subjunctive form	The subjunctive is used in formal sentences, eg. If I were a boy. I demand that everyone bows when they see me.
Semi-colon	A punctuation mark which indicates a pause between two main clauses
Bullet points	A small symbol (often a circle used) in text to show each new part of a list or stage in instructions

Hyphen	used to join words to indicate that they have a combined meaning or that they are linked in the grammar of a sentence (as in a pick-me-up, rock-forming minerals), to indicate the division of a word at the end of a line, or to indicate a missing element (as in short- and long-term).
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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 • 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