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| **Knowledge Organiser for KS1 English-Year 1** |

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| **Phonics and spelling – Key vocabulary** | | | | |
| Phoneme | | A single unit of sound | | |
| Digraph | | A type of grapheme where two letters represent one phoneme (sound) e.g. sh | | |
| Trigraph | | A type of grapheme where three letters represent one phoneme (sound) e.g. igh | | |
| Consonants | | Most of the letters of the alphabet represent consonants; the letters *a*, *e*, *i*, *o*, *u* represent vowels | | |
| 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 for writing e.g. sh-ee-p | | |
| Blend | | Put the phonemes back together to read a work | | |
| Key word/common exception word | | A word which can’t be phonetically decoded e.g. was | | |
| Suffix | | A suffix is an ‘ending’, used at the end of one word to turn it into another word e.g. jump(ed) | | |
| Pseudo/alien word | | Words use to check phonic decoding skills which are not real words. e.g. meap | | |
| CVC | | A word containing a consonant, vowel, consonant e.g. cat/dad | | |
| Compound word | | A word that contains two or more root words e.g. news+paper, foot+ball | | |
| Grapheme phoneme correspondence (GPC) | | The links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent | | |
| **How to help?** | | | **Useful Links** | |
| * Practise reading and spelling key words * Use phonics sheets sent in year 1 to practise real and pseudo 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 * Help your child to write words as they hear them-using their phonics, e.g slejing (sledging)until they have been taught every phoneme. They do not yet know that ‘dg’ makes a ‘j’ sound. | | | **National Curriculum/ Development Matters**- both available on the school website  **Letters and sounds**- available on the school website  **Phonics Play website-** a subscription site but has some good phonics games [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)  www.phonicsbloom.co.uk  **Spelling City**- www.spellingcity.com | |
| **Reading (See phonics section for information on decoding) – Key vocabulary** | | | | |
| Decoding | Breaking down a word into different phonemes to help read it | | | |
| **V**ocabulary | Draw upon knowledge of vocabulary in order to understand the text. | | | |
| **I**nfer | Making assumptions about what is happening in a text from what you have read. | | | |
| **P**redict | Saying what will happen next or as a result of something | | | |
| **E**xplain | Explain your preferences, thoughts and opinions about the text. | | | |
| **R**etrieve | Finding information from a text | | | |
| **S**equence | Sequence the key events in the story. | | | |
| **How to help?** | | | | **Useful links** |
| * Try not to over correct when you read with your child * Encourage your child to look for the phonics sounds they know in their reading * Read to your child * Visit local libraries * Read comics/magazines * Let your child see you read * Make reading enjoyable- not a battle- let them read what interests them | | | | **National Curriculum/ Development Matters**- both available on the School Website  **Letters and Sounds document**- available on the school website  **Oxford Reading Tree On-line** |

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| **Grammar - Key Vocabulary** | | |
| Noun | Nouns are sometimes called ‘naming words’ because they name people, places and ‘things’ e.g. table, hotel | |
| Adjective | Used to describe a noun e.g. tall, blue | |
| Verb | Verbs are sometimes called ‘doing words’ because many verbs name an action that someone does e.g. run, cook | |
| Question mark | Used as punctuation at the end of a question-asking something. e.g. Why aren’t you my friend? | |
| Exclamation mark | Used as punctuation at the end of an exclamation. e.g. What a good friend you are! | |
| Sentence | A group of words which are grammatically connected to each other. Written with a capital letter to mark the beginning, and a full stop to mark the end. | |
| Text | Sequencing sentences to form short narratives | |
| Full stop | Punctuation used to mark the end of a sentence | |
| Conjunction | A word used to link 2 sentences phrases or sentences together, e.g. and, because | |
| **How to help?** | | **Useful links** |
| * Remind your child to speak in grammatically accurate sentences * Work together on your child’s grammar homework * Encourage your child to spot punctuation in their reading books | | **National Curriculum/ Development Matters**- both available on the School Website |

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| **Writing** | | |
| **Key Vocabulary** | | |
| Oracy | The ability to speak clearly and grammatically correctly.  Children practise saying a sentence correctly before writing it down. | |
| Class text | The text we are reading in school that their learning is based on | |
| Independent Application | Children use what they have learnt and apply it in their own writing | |
| Story map | A series of pictures drawn along an ‘s’ shaped map to help retell a story | |
| Narrative | A story | |
| Recount | A text which tells us about something which has happened | |
| Report | A factual text | |
| **How to help?** | | **Useful links** |
| * Ask your child to tell you their class text * Don’t over correct independent writing- aim for enthusiasm * Develop fine motor skills e.g. holding a pencil correctly * Practise correctly formed cursive letter formation | | **National Curriculum/ Development Matters**- both available on the School Website curriculum pages |