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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 |