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| **Knowledge Organiser for KS1 English-Year 2** |
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| **Phonics and spelling – Key vocabulary** |
| Phoneme | A single unit of sound |
| Diagraph | A type of grapheme where two letters represent one phoneme (sound) e.g. each |
| 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 |
| Blend  | Put the phonemes back together |
| Compound word | A word that contains two or more root words e.g. news+paper, ice+cream |
| Key word/common exception word | A word which can’t be phonetically decoded |
| Prefix | A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear |
| Suffix | A suffix is an ‘ending’, used at the end of one word to turn it into another word e.g. teacher |
| Pseudo word | Words use to check phonic decoding skills which are not real word eg meap |
| CVC | e.g. cat/dad |
| Homophone | Two different words are homophones if they sound exactly the same when pronounced e.g. hear/here |
| **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

  | **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) **Spelling City-** [www.spellingcity.com](http://www.spellingcity.com)  |

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| **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 know |
| **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
* 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** |
| Adjective  | Used before a noun to make the noun’s meaning more specific e.g. tall, blue  |
| Noun  | Nouns are sometimes called ‘naming words’ because they name people, places and ‘things’ e.g. table, hotel  |
| Verb  | Verbs are sometimes called ‘doing words’ because many verbs name an action that someone does e.g. run, cook  |
| Adverb  | These modifying the verb e.g. quickly, happily  |
| Main Clause | A sentence which has a subject and a verb and makes sense on its own e.g. The cat sat on the mat. |
| Pronoun  | Word that takes the place of a noun e.g. it, he, she  |
| Question  | Asks something Why aren’t you my friend? [question]  |
| Statement  | States a fact or something that has happened e.g. You are my friend. [statement]  |
| Command  | Something you have to do E.g. Be my friend! [command]  |
| Exclamation  | When something is exclaimed- start with ‘what’ or ‘how’ E.g. What a good friend you are! [exclamation]  |
| Co-ordinating conjunctions (FANBOYS)or, and, but  | Words which join together two main clauses: FANBOYS (for, and, nor, but or, yet, so) |
| Subordinating conjunctions (AWHITEBUS)when, if, that, because  | Words which connect two complete ideas by making one of the ideas subordinate or less important than the other e.g. AWHITEBUS (Although, after, as, when, if that, even though, because, until, unless, since) The tree will fall over **unless** we replace the top soil. |
| Comma | Used to separate items in a list |
| Noun phrase  | A phrase where an adjective is used before a noun to describe it e.g. blue table, fierce fox  |
| Tense  | Shows whether you are writing about the past, present or future  |
| **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  |
| **Writing**  |
| **Key Vocabulary**  |
| Imitation  | Learning a text and repeating it orally by heart  |
| Innovation  | Using and adapting a known text  |
| Independent Application  | Children use what they have learnt and apply it in their own writing  |
| Text map Story map | A series of pictures used to help learn a text  |
| Narrative  | A story  |
| Recount  | A text which tells about something which has happened  |
| Report  | A factual text  |
| Explanation  | A text which explains how something works  |
| **How to help?**  | **Useful links** |
| Are we now following the formal structure of Talk for writing? We do adapt ideas but don’t stick rigidly to this structure.* Ask your child to tell you their Talk for Writing text
* Practise the actions together
* Don’t over correct independent writing- aim for enthusiasm
* Develop fine motor skills
* Practise letter formation - using school cursive script
 |  **National Curriculum/ Development Matters**- both available on the School Website curriculum pages |