

Phonics and Spelling - technical language

Phoneme	A single unit of sound e/ee
Grapheme	A letter or combination of letters which correspond to each phoneme within a word eg: f l oa t
Compound word	A word that contains two or more root words e.g. news+paper, ice+cream
Key word	A word which can't be phonetically decoded
Root word	A word to which we can add prefixes and/or suffixes - eg play - played, player, replay, playful
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
Homophone	Two or more words which sound the same but are written differently e.g. here/hear
Near homophones	Two or more words, which sound similar with different spellings and different meanings eg refuse/refuge
Homonyms	Two words which are spelled the same but have different meanings eg wind, ruler, address

How can parents and carers help?	Useful links
<ul style="list-style-type: none"> • Practise reading and spelling key words • Use phonics sheets sent in year 1 to practise real and pseudo words • Encourage writing spelling words in sentences • Help your child to spot patterns in their spelling words 	<ul style="list-style-type: none"> • National Curriculum - available on the school website

Broadmayne First School English Knowledge Organiser Key Stage 2- Years 3 and 4

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
<ul style="list-style-type: none">• Try not to over correct when you read with your child• Read to your child -every day if possible!• Visit the school's library• Visit local libraries• Read comics/magazines• Let your child see you read• Make reading enjoyable- not a battle- let them read what interests them	<ul style="list-style-type: none">• National Curriculum available on the School Website

Broadmayne First School English Knowledge Organiser Key Stage2-Years 3 and 4

Grammar - technical language	
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
Pronoun	Word that takes the place of a noun e.g. it, he, she
Verb	Verbs are sometimes called 'doing words' because many verbs name an action that someone does e.g. run, cook
Adverb	These are used to modify the verb e.g. quickly, happily - they add more information about how something is done
Preposition	A word which shows the relationship between two nouns in a sentence e.g.: The book under the table
Conjunctions	A word used to connect clauses or sentences e.g. when, before, after, while, so, because
Fronted adverbials	Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Later that day, I heard the bad news or Angrily, he walked across the playground. Followed by a comma.
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	Asks something: Why aren't you my friend?
Statement	States a fact or something that has happened e.g. You are my friend.
Command	Something you have to do E.g. Be my friend!
Exclamation	When something is exclaimed- start with 'what' or 'how' E.g. What a good friend you are!
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

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 to the present eg: we <i>have driven</i> for hours
First Person	The author writes from their point of view using first person pronouns eg: <i>I, my, me, mine, we, us, our</i>
Third Person	The author writes from an overseeing perspective (without including him/herself) using pronouns eg: <i>she, he, they, their</i>
Clause	A group of words which contains a verb
Subordinate clause	Typically introduced by a conjunction, that forms part of and is dependent on a main clause (e.g. 'when it rang' in 'she answered the phone when it rang').
Direct speech	Writing the exact thing someone said, eg "Watch out!" she shouted. Shown by using inverted commas around the part spoken.
Indirect/ reported speech	Summarising what has been said e.g. He said they'd already eaten when he'd arrived.
Inverted commas (Speech marks)	Punctuation used around the part being spoken e.g. The conductor shouted, "Sit down!"
Synonyms and Antonym	Synonym: words meaning the same e.g. beautiful/pretty Antonym: words meaning the opposite e.g. awful/wonderful
Parenthesis: brackets, dashes or commas	A word or phrase inserted as an explanation or e.g. He finally answered (after taking five minutes to think) the question.
Ellipsis	Indicates an intentional omission of a word, sentence, or whole section from a text to create suspense e.g. The door opened ...
Apostrophes for omission	Used to show a letter has been missed to make a word shorter eg don't for do not, or couldn't for could not
Apostrophes for possession	Used to show ownership, eg the dog's collar, the boy's shoe

How can parents and carers help?	Useful links
<ul style="list-style-type: none"> • Help your child to speak in grammatically accurate sentences • Encourage your child to spot punctuation in their reading books 	<ul style="list-style-type: none"> • National Curriculum/ Development Matters- both available on the School Website

Broadmayne First School English Knowledge Organiser Key Stage 2 - Years 3 and 4

Writing	
WAGOLL	'What a good one looks like' - examples of text we study to teach aspects of writing
Magpie	Taking parts of a good example of texts and using it in our own writing
Narrative	A story
Recount	A text which tells you about something that has happened
Report	A piece of factual writing
Explanation	A piece of text which tells you how something works
Editing	Going through a piece of work and making it better - eg through correcting spellings, improving sentences
Collaborative	Planning and/or writing a piece of text with other people
Independent writing	Children write without support

The Power of Reading	The main strategy used to teach writing and the love of reading at Broadmayne
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How can parents and carers help?	Useful links
<ul style="list-style-type: none"> • Ask your child to tell you about the whole class text they are using • Don't over correct independent writing- aim for enthusiasm • Develop fine motor skills eg threading, hamma beads, colouring • Practise letter formation • Involve children in writing for a purpose at home - postcards, letters, shopping lists 	<ul style="list-style-type: none"> • National Curriculum/ Development Matters- both available on the School Website curriculum pages • The Power of Reading site can be accessed here: https://clpe.org.uk/powerofreading