

Phonics and Spelling - technical language	
Phoneme	A single unit of sound
Diagraph	A type of grapheme where two letters represent one phoneme (sound) e.g. each
Trigraph	A type of grapheme where three letters represent one phoneme (sound) eg night
Consonants/vowels	Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u represent vowels Vowels can be long vowels (baby/me/kind/go/) or short vowels (pat/bed/bin/not/hut)
Grapheme	A letter, or combination of letters, that corresponds to each 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
Tricky 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. unkind
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher, jumped, jumping, boxes
Alien word	Words used to check phonic decoding skills which are not real word eg meap
CVC	A consonant -vowel-consonant word, eg cat, pin, sat
Homophone	Two different words are homophones if they sound exactly the same when pronounced e.g. hear/here
Near homophone	Two different words are near homophones if they sound almost the same when pronounced eg quiet/quite

How can parents and carers help?	Useful links
<ul style="list-style-type: none"> Practise reading and spelling key words from sheet sent home 	<ul style="list-style-type: none"> National Curriculum/ Development Matters- both available on the

<ul style="list-style-type: none"> • Use phonics sheets sent in year 1 and 2 to practise real and alien words • Encourage writing and spelling words in sentences • Help your child to spot patterns in their spelling words 	<p>school website</p> <ul style="list-style-type: none"> • Letters and sounds- available on the school website • Phonics Play website- a subscription site but has some good phonics games http://www.phonicsplay.co.uk/
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Broadmayne First School English Knowledge Organiser Key Stage 1 - Years 1 and 2

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/ Development Matters- both available on the School Website • Letters and Sounds document- available on the school website

Broadmayne First School English Knowledge Organiser Key Stage 1 - Years 1 and 2

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
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
Question sentence	Asks something: Why aren't you my friend?
Statement sentence	States a fact or something that has happened e.g. You are my friend.
Command sentence	Something you have to do e.g. Sit down on your chair! These sentences are often short and start with a bossy verb
Exclamation sentence	When something is exclaimed- start with 'What...!' or 'How....!' Must contain a noun and a verb eg 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 (usually -ed suffix), present (usually -ing suffix) or future.

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 1 - Years 1 and 2

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

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 • Let your child see you enjoy writing 	<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