

Summerhill Infant School
English Knowledge Organiser
Key Stage One (Year 1)



Phonics and Spelling

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| Phoneme | A single unit of sound | bat |
| Grapheme | A letter, or combination of letters, that corresponds to a single phoneme within a word | ten |
| Diagraph | A type of grapheme where two letters represent one phoneme (sound) | 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 | |
| Segment | Break a word into phonemes | b a t |
| Blend | Put the phonemes back together | bat |
| Key word/ Common exception word | A word which can't be phonetically decoded | the, knowledge |
| Compound word | A word that contains two or more root words | news + paper |
| Prefix | A prefix is added at the beginning of a word in order to turn it into another word | disappear |
| Suffix | A suffix is an 'ending', used at the end of one word to turn it into another word | teacher |
| Alien word | Nonsense words used to check phonic decoding skills | meap |
| CVC | Consonant/vowel/consonant words | cat, dad, bat, dog |
| Homophone | Two words which sound the same but are written differently | hear & here |
| How to help? | | Useful Links |
| <ul style="list-style-type: none"> • Practise reading and spelling key 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 spellings | | <p>We use Read, Write Inc. Phonics at Summerhill Infant School. You can find free resources for Read, Write Inc. on the Oxford Owl website- www.oxfordowl.co.uk</p> <p>You have a class log-in to access this site</p> |

Reading

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| Vocabulary | The words that are used in the text. |
| Inference | Making assumptions about what is happening in a text from what you know. |
| Prediction | Guessing what is going to happen next based on what you have read. |
| Explain | To say what is happening in the text. |
| Retrieval | Finding information in a text. |
| Summarise | Telling someone what has happened in the text. |
| Decoding | Breaking down a word into different parts to help read it (e.g. un-der-stand). |
| Comprehension | Understanding what you have read. |
| Deduction | Using what you have read to support your idea. |
| How to help? | |
| <ul style="list-style-type: none"> • Try not to over correct when you read with your child • Read to your child • Visit the school 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 e.g. recipes, instructions for games, shop signs, subtitles or words to a known song | |

Punctuation

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| Capital letters | ABC | Come at the beginning of sentences | He went to the shop. They ran for the bus. Orange is my favourite colour. |
| Full stops | . | Come at the end of sentences | I like tomatoes. My name is Fred. |
| Question marks | ? | Come at the end of questions | How old are you? What is your name? |
| Exclamation mark | ! | Used for shouting or surprise | I cannot believe you just did that! |
| Commas | , | Used to break up sentences | I understood him, but I was still mad. |
| | | Used to separate a list | I got milk, tea, butter and bread at the shop. |
| Apostrophe | ' | Used when we shorten words or join them together and miss out a letter | do not = don't cannot = can't I am = I'm you are = you're |
| | | Used if something belongs to someone | I played on Jo's computer. |

Grammar

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| Adjectives | Describing words | I bit into the juicy orange. The girls is very tall . |
| Nouns | Naming words | I have a dog . She sat at the table . Close the door . |
| Verbs | Doing words | He was jumping around. She went for a run . |
| Pronouns | Refers to people but not by name | Are they going to the shop? I am not feeling well. |
| Proper noun | A name used for individual people, places etc. | Harry is going to Tesco with John . |
| Adverbs | Describes the verb (usually ends in /y) | He silently walked along the road. |
| Questions | A sentence that requires a response | What do apples taste like? Why is it so noisy? |
| Statement | Something which does not require a response | The sky is blue. I am hungry. I like dogs. |
| Command | An order or instruction | Wash those dishes. Brush your hair. Go away. |
| Tense | Tells you when something happened (past, present or future) | I went to the shops yesterday. I am on my way to the shop. Tomorrow I am going to the shops. |
| How to help? | | |
| <ul style="list-style-type: none"> Remind your child to speak in grammatically accurate sentences Encourage your child to spot punctuation in their reading books | | |

Writing

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| Fiction | Something that has not actually happened. | |
| Non-fiction | Something that is true or information. | |
| Narrative writing | When writing is used to tell a story. There are many examples of narrative writing: novels; short stories; biographies; autobiographies; poems. | |
| Descriptive writing | Focusses on describing the something in a lot of detail. This could be the character, the setting or the situation. This type of writing would use a lot of adjectives, adverbs and imaginative/figurative language. Poems are a good example of this. | |
| Simile | Comparing one thing to another using the words 'like' or 'as'. | She was as tall as a tree. He is as fast as lightning. They fought like cat and dog. |
| How to help? | | |
| <ul style="list-style-type: none"> Don't over correct independent writing- aim for enthusiasm Develop fine motor skills- threading, Hama beads Practise letter formation | | |

