**UKS2 English Knowledge Organiser**

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| **Spelling** | | |
| **Compound word** | A word that contains two or more root words | **news + paper** |
| **Key word** | A word which can’t be phonetically decoded | **the, knowledge** |
| **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** |
| **Homophone** | Two words which sound the same but are written differently | **hear & here** |

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| **Punctuation** | | | |
| **Capital letters** | **ABC** | Come at the beginning of sentences or proper nouns | **He went to the shop. They ran for the bus. Orange is my favourite colour.** | |
| **Full stop** | **.** | 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.** | |
| **Speech marks** | **“ ”** | Used for direct speech | **“I don’t feel well.” said Sarah.** | |
| **Brackets (parenthesis)** | **( )** | Used to give more information | **I can come to your house tomorrow for dinner (I don’t like broccoli or eggs).** | |
| **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 Bill’s computer.** | |
| **Hyphens** | **-** | Used to join words together | **Close-up, high-tech, life-size** | |
| **Semi-colon** | **;** | Used to separate items in a list | **Shoes; jackets; hats; trouser.** | |
| **Colon** | **:** | Used to introduce a list | **I bought: apples; bananas and oranges** | |

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| **Grammar** | | |
| **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 McDonalds with John.** | |
| **Adverbs** | Describes the verb (usually ends in *ly)* | **He silently walked along the road.** | |
| **Modal verbs** | Expresses a degree of possibility | **I might go to the shop. I may buy some sweets.** | |
| **Auxiliary verbs** | Conveys information about tense, moos, person and number | **I am writing a book. Can you open the door? Do you like chocolate?** | |
| **Fronted adverbials** | Adverbs that have been moved to the front of the sentence | **Quietly, he crept along the hallway. Before I go to bed, I always read my book.** | |
| **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.** | |
| **Direct speech** | The exact words that come out of someone’s mouth | **“I am going on holiday next week” said Bill.** | |
| **Indirect speech** | Summing up what someone else said | **Bill said that he is going on holiday next week.** | |
| **Synonyms** | Words that mean the same thing | **The tree was big. The tree was massive.** | |
| **Antonyms** | Words that mean the opposite of one another | **Hot + cold, big + small, black + white** | |
| **Preposition** | Tells us the time, place or direction | **The bird is sat beside the football.** | |
| **Subject** | The person or thing doing something | **Billy kicked the football. (Billy is the subject)** | |
| **Object** | The thing having something done to it | **Billy kicked the football. (The football is the object)** | |
| **Rhetorical question** | A question which does not expect a response | **What time do you call this young lady?!** | |

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| **Reading** | |
| **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. |

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| **Writing** | | |
| **Simile** | Comparing one thing to another using the words ‘like’ or ‘as’. | **She was as big as a bus. He is as fast as lightning. They fought like cat and dog.** |
| **Metaphor** | Comparing one thing to another for effect. | **You are my sunshine.** |
| **Hyperbole** | Exaggerating statement to make a point. | **I have told you to clean your room a million times!** |
| **Personification** | Giving something non-human some human characteristics | **Lightning danced across the sky.** |
| **Fiction** | Something that has not actually happened. | |
| **Non-fiction** | Something that is true and factual. | |
| **Figurative language** | Adds colour to our writing by using language which makes us think up an imaged or thought in our head. Examples of figurative language include: similes; metaphors; hyperbole; personification. | |
| **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. | |
| **Expository writing** | The main purpose for this is to explain something. A lot of facts and statistics would be used and there would be no mention of the authors personal opinion. Examples of this include newspaper articles, instructions and textbooks. | |
| **Persuasive Writing** | When someone is trying to get you to think the same way as them by explaining their ideas or stance on something. This type of writing would use facts and emotive language to shock the reader into taking action. This type of writing may include rhetorical questions. | |