



KNOWLEDGE ORGANISER FOR EYFS/KS1 ENGLISH

Phonics and Spelling	
Key Vocabulary	
Phoneme	A single unit of sound
Digraph	A type of grapheme where two letters represent one phoneme (sound) e.g sh i p
Consonants	All consonants are the letters except a,e,i,o,u
Vowels	The letters a, e, i, o, u
Grapheme	The written sound of a phoneme
Segment	When you break a word into the individual phonemes (sounds) e.g c a t
Blend	When the sounds are then quickly put back together
Compound word	A word that contains two or more root words e.g news+paper or ice+cream
Key word/common exception word	A word that cannot be de-coded through phonics
Prefix	A prefix is added to the beginning of the word in order to turn it into another word eg dis appear
Suffix	A suffix is an ending used at the end of one word to turn it into another eg teach er
Fake words	Made up words to check phonic de-coding skills eg meap squirk flark
CVC	Consonant/vowel/consonant c a t m a p l o g
Homophone	Words that sound the same but are spelt differently hear/here meat/meet
How to help	Useful links
Practise spelling and reading key words	National Curriculum for Key Stage 1 Phonics play website – a subscription site http://www.phonicsplay.co.uk Mr Thorne does phonics- https://www.mrthornenetwork.com/ Alphablocks – Lots of episodes on you tube https://www.bbc.co.uk/cbeebies/shows/alphablocks
Learn your child’s spellings with them	
Encourage the writing of spelling words within sentences	
Encourage your child to write lots; diaries, letters, stories, postcards	

Help your child to spot any patterns in spelling words	
Read stories and spot digraphs/spelling patterns	

Reading

Key vocabulary	
Decoding	Breaking down a word into the different phonemes to help read it
Retrieval	Finding information from within the text
Prediction	Saying what will happen next based on what has already been read
Comprehension	Understanding what has been read
Inference	Making assumptions about what is happening based on what you know
Deduction	Using evidence in a text to support an idea

How to help

Read with and listen to your child everyday
 Visit your local library
 Read a wide range of material; books, magazines, comics, menus, posters
 Let your child see you reading and enjoying the experience
 Let your child read what interests them

Grammar

Adjective	Used before a noun to describe the noun e.g. blue tall smelly
Noun	Naming words – these name people, places and things e.g book, pencil, house
Verb	'Doing' words – names an action that someone does e.g run, laugh
Adverb	These tell you how the verb is done e.g run quickly, laugh loudly
Question	Asks something – Why have you brought that in today?
Statement	States something that has happened, or a fact – You went to the zoo.
Command	Something that you have to do – Come here!
Exclamation	Starts with a 'why' or a 'how' – What a good friend you are!
Noun phrase	A phrase where an adjective is used before a noun to describe it e.g blue chair, kind girl
Tense	Shows whether you are writing about the past, present or future

How to help

Remind your child to speak clearly and model the correct pronunciation of words
Work with your child to pick out grammar when they read. Look for adverbs, verbs and statements for example
Look for punctuation when reading and how it helps the reader

Writing

Narrative	A story
Recount	A text which tells us about something that has happened
Report	A factual text
Explanation	A text that explains how something works
Imitation	Learning a text and repeating it orally by heart
Innovation	Using a known text and adapting it

How to help

Try not to overcorrect independent writing – enthusiasm and enjoyment are key
Develop fine motor skills (hand strength and dexterity) Hama beads, threading, play-doh
Practise letter formation
Look at different types of books and decide whether they are re-counts, reports, narratives or explanations