

Knowledge Organiser for KS1 English-Year 2

Phonics and spelling – Key vocabulary		
Phoneme	A single unit of sound	
Diagraph	A type of grapheme where two letters represent one phoneme (sound) e.g. each	
Consonants	Most of the letters of the alphabet represent consonants; the letters <i>a, e, i, o, u</i> represent vowels	
Vowels	The letters <i>a, e, i, o, u</i>	
Grapheme	A letter, or combination of letters, that corresponds to a single 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	
Key word/common exception 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. disappear	
Suffix	A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher	
Pseudo word	Words use to check phonic decoding skills which are not real word eg meap	
CVC	e.g. cat/dad	
Homophone	Two different words are homophones if they sound exactly the same when pronounced e.g. hear/here	
How to 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 ❖ 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 spelling words 		<p>National Curriculum- available on school website</p> <p>Spelling lists for Y2 available on Y2 webpage</p> <p>Phonics Play website- a subscription site but has some good phonics games www.phonicsplay.co.uk</p> <p>Bug Club- www.activelearnprimary.co.uk</p>

Reading (See phonics section for information on decoding) – Key vocabulary	
Decoding	Breaking down a word into different phonemes to help read it
Vocabulary	Draw upon knowledge of vocabulary in order to understand the text.
Infer	Making assumptions about what is happening in a text from what you know
Predict	Saying what will happen next or as a result of something
Explain	Explain your preferences, thoughts and opinions about the text.
Retrieve	Finding information from a text
Sequence	Sequence the key events in the story.
How to help?	Useful links
<ul style="list-style-type: none"> ❖ Try not to over correct when you read with your child ❖ Read to your child ❖ Visit local libraries ❖ Read comics/magazines ❖ Let your child see you read ❖ Make reading enjoyable- not a battle- let them read what interests them 	<p>National Curriculum- available on the School Website</p> <p>Questions for parents- available on Y2 webpage</p> <p>Bug club - www.activelearnprimary.co.uk</p>

Grammar - Key Vocabulary	
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 modifying the verb e.g. quickly, happily
Main Clause	A sentence which has a subject and a verb and makes sense on its own e.g. The cat sat on the mat.
Pronoun	Word that takes the place of a noun e.g. it, he, she
Question	Asks something Why aren't you my friend? [question]
Statement	States a fact or something that has happened e.g. You are my friend. [statement]
Command	Something you have to do E.g. Be my friend! [command]
Exclamation	When something is exclaimed- start with 'what' or 'how' E.g. What a good friend you are! [exclamation]
Co-ordinating conjunctions (FANBOYS) or, and, but	Words which join together two main clauses: FANBOYS (for, and, nor, but or, yet, so)
Subordinating conjunctions (AWHITEBUS) when, if, that, because.	Words which connect two complete ideas by making one of the ideas subordinate or less important than the other e.g. AWHITEBUS (Although, after, as, when, if that, even though, because, until, unless, since) The tree will fall over unless we replace the top soil.
Comma	Used to separate items in a list
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
How to help?	Useful links
<ul style="list-style-type: none"> ❖ Remind your child to speak in grammatically accurate sentences ❖ Work together on your child's grammar homework ❖ Encourage your child to spot punctuation in their reading books 	National Curriculum/ Development Matters- both available on the School Website

Grammar essentials- available on Y2
webpage

Writing	
Key Vocabulary	
Imitation	Learning a text and repeating it orally by heart
Innovation	Using and adapting a known text
Independent Application	Children use what they have learnt and apply it in their own writing
Text map –story map	A series of pictures used to help learn a text
Narrative	A story
Recount	A text which tells about something which has happened
Report	A factual text
Explanation	A text which explains how something works
How to help?	Useful links
<ul style="list-style-type: none"> ❖ Ask your child to tell you about their class text ❖ Practise saying then writing sentences to “plan” their writing. ❖ Don’t over correct independent writing- aim for enthusiasm ❖ Develop fine motor skills ❖ Practise letter formation and joining 	<p>National Curriculum available on the School Website pages</p>