



## Knowledge Organiser for English Year 5 and 6

<b>Key Reading Vocabulary (VIPERS)</b>	
<b>Vocabulary</b>	Give/explain the meaning of words in context eg. Jim was ecstatic because he got 10/10 on his spellings. Ecstatic means excited/happy because it is good to get 10/10 on your spellings.
<b>Inference</b>	Make inference from the text/ explain and justify using evidence from the text. e.g. Sue slammed the door and stomped upstairs. Sue is not happy/upset/angry because she slammed the door rather than shut it normally.
<b>Prediction</b>	Predict what might happen from the details stated and implied.
<b>Explain</b>	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text. e.g. You must visit this wonderful place NOW! The writer has used capital letters for 'now' to show how important it is to go there straight away.
<b>Retrieval</b>	Retrieve and record key information/key details from fiction and non-fiction e.g. During April it rained 56mm in one week.
<b>Summarise</b>	Summarise main ideas from more than one paragraph e.g. In chapter one Bob was mean to Sarah but now in chapter three they are working together as a team to defeat the villain so their relationship has changed.
<b>How to help?</b>	<b>Useful links</b>
<ul style="list-style-type: none"> <li>❖ Read to your child</li> <li>❖ Visit local libraries</li> <li>❖ Read comics/magazines</li> <li>❖ Let your child see you read</li> <li>❖ Make reading enjoyable- not a battle- let them read what interests them</li> <li>❖ Other examples of text that may be around the home – e.g. newspaper articles</li> </ul>	<p><b>National Curriculum</b> - available on the school Website</p> <p><b>Bug club</b> - <a href="http://www.activelearnprimary.co.uk">www.activelearnprimary.co.uk</a></p>

Grammar - Key Vocabulary	
Noun	A person, place or thing e.g. cat, man, Mr Morel, England
Verb	A doing or being word e.g. jump, run, am, was
Adjective	Used before a noun to make the noun's meaning more specific e.g. tall, blue
Adverb	Adverbs describe/modify the verb. e.g. The boy ran <b>quickly</b> . She has <b>almost</b> finished her work.
Tense	Shows whether you are writing about the past, present or future e.g. I walked to school; I am walking to school; I will walk to school.
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.
Noun phrase	A phrase where an adjective is used before a noun to describe it e.g. blue table, fierce fox
Pronoun	Word that takes the place of a noun e.g. it, he, she
Possessive pronoun	Words that demonstrate ownership e.g. His, her, their
Co-ordinating conjunctions	Words which join together two main clauses: FANBOYS (for, and, nor, but or, yet, so) e.g. I was happy to see my mum so I ran over to her.
Subordinating conjunctions	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 <b>unless</b> we replace the top soil.
Question	Asks something e.g.: Why aren't you my friend?
Statement	States a fact or something that has happened e.g. You are my friend.
Command	Something you have to do e.g. Be my friend!
Exclamation	When something is exclaimed- start with 'what' or 'how' e.g. What a good friend you are!
Inverted commas	Used to indicate speech. e.g. "Please be thoughtful and kind," said Sophie.
Apostrophe	Apostrophes are used for possession and omission: I'm going out and I won't be long. [showing missing letters] Hannah's mother went to town in Justin's car. [marking possessives]
Comma	Used to separate a list and can be used to separate clauses
Fronted adverbials	Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Later that day, I heard the bad news
Subordinate clause	A part of the sentence which does not make sense on its own but still has a subject and a verb e.g. He watched her <u>as she disappeared</u> . Tom, <u>who was feeling tired</u> , went to bed early.
Modal verb	An auxiliary verb that expresses necessity or possibility e.g. might, should, will, must

Auxiliary Verb	A verb that helps the sentence make sense e.g. They have been swimming
Determiner	A modifying word that determines the kind of reference a noun or noun group has e.g. <i>a, the, every</i> .
Synonyms and Antonym	Synonym: words meaning the same e.g. beautiful/pretty Antonym: words meaning the opposite e.g. awful/wonderful
Hyphen	Hyphens can be used to make compound adjectives e.g. yellow-bellied, tight-lipped
Parenthesis	A word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas.
Brackets	Brackets are used to include information that is not essential to the main point e.g. We agreed to meet on my birthday (2 <sup>nd</sup> January) outside the cinema.
Dashes	When we wish to provide additional information and emphasize it, we use a pair of dashes.
Semi colon	Used to join two main clauses – replacing a FANBOYS (co-ordinating conjunction). They can also be used in a complicated list.
Colon	Colons can be used to introduce a list. They can also be used between independent clauses when the second clause explains, illustrates, paraphrases, or expands on the first.
Active/Passive voice	An active verb has its usual pattern of subject and object (in contrast with the passive). Active: The school arranged a visit. Passive: A visit was arranged by the school.
Subjunctive Form	A verb in the subjunctive mood is used to indicate a situation or condition that is hypothetical, doubtful, or conditional
verbs	Instead of the simple past e.g. He has gone out to play = He went out to play

### 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

### How to help?

- ❖ Remind your child to speak in grammatically accurate sentences
- ❖ Ask your child to tell you their Talk for Writing text
- ❖ Practise the actions together
- ❖ Don't over correct independent writing- aim for enthusiasm

### Useful links

**National Curriculum** - available on the School Website

