

LKS2: Years 3 and 4

English Knowledge Organiser



Spelling and Vocabulary

root word	A basic word with no prefix or suffix added to it.
word family	Based on common words, showing how words are related in form and meaning, e.g. solve, dissolve, solution
common exception words	Words which cannot be phonetically decoded.
word class	Four main types of words in a sentence: noun, adjective, verb and adverb.
prefix	Added to the beginning of a noun, verb or adjective to change the meaning, e.g. anticlockwise.
suffix	Added to the end of a noun, verb or adjective to change the meaning, e.g. happiness.
homophone	Words which sound the same, but have different meanings and are spelt differently.



Reading

Retrieval	Finding information in a text.
Vocabulary	Understanding and explaining the meaning of words in the text.
Inference	Using clues provided within a text to make conclusions about what is happening.
Predict	Using evidence from a text to say what may happen next.
Summarise	Give a short overview of the main points in a text.
Theme	The underlying message that the author is trying to convey in a text e.g. triumph of good over evil.

Grammar and Punctuation

paragraph	One or more sentences grouped together, focusing on one subject or element of the text.
main clause	A group of words, which must contain a verb and makes sense on its own, e.g. She answered the phone.
subordinate clause	A group of words typically started with a conjunction and added to a main clause, e.g. She answered the phone when it rang .
apostrophe	To show singular possession with nouns, e.g. The girl's pencil. (possession) To show plural possession with nouns, e.g. The boys' books. (possession) To show where letters are missing, e.g. contractions such as I'm, can't, isn't. (omission)
inverted commas	Used to punctuate direct speech; positioned around the spoken words, e.g. "Wait there!" exclaimed mum.
comma	Used to separate items in a list, e.g. The lion was large, loud and angry. Used after a fronted adverbial, e.g. In the distances, he could see the train coming.
determiner	A word placed in front of a noun to give more detail, e.g. an apple, the apple, her apples, some apples.

Writing Key Concepts / Terminology

Writing Key Concepts / Terminology			
coordination	Joining two clauses using the words and, or, but, so, nor, yet, for.		
compound sentence	Two main clauses joined together using coordination, e.g. I like swimming and I like reading.		
subordination	Joining two clauses using conjunctions, such as because, even though, although, as since, before, while, when.		
preposition	Shows when or where something happened, e.g. before, after, during, on, under.		
adverbial	Links ideas within and across paragraphs. Describe when (e.g. Later that day), where (e.g. In the cupboard), how (e.g. Feeling tired) and number (e.g. Firstly).		
pronoun	Personal pronoun – replaces a noun or a name, e.g. it, she, he. Possessive pronoun – replaces a noun or a name to show ownership (e.g. his, hers, ours).		
heading/subheading	Organisational devices used in non-fiction texts.		
alliteration	Two or more words next to or close to each other in a sentence, which start with the same sound for effect, e.g. Sammy the slippery snake.		
simile	Compares two nouns using <i>like</i> or <i>as</i> , e.g. as tall as a tower; slept like a log.		
metaphor	Describes something by saying that it <i>is</i> something else, e.g. The wind is a howling wolf.		
verb tense	Past tense (what happened) I played football. I was playing football. (past proagressive)	Present perfect (a past event which is still happening) He has played football for 6 years.	Present tense (what happens) I play football. I am playing football. (present progressive)