

Week 1 - Dictionary Work

A **dictionary** lists words and tells you what they mean.

A **thesaurus** lists words and gives alternative words which mean the same thing (synonyms).

In a dictionary the words are in alphabetical order.

To find a word you need to find the letter the word begins with e.g to find the word **particular**, find the letter **p** first.

To make it easier, find the first two or three letters e.g. to find **particular**, find words beginning with **par**.

Sometimes, words may have more than one meaning.

To find the correct meaning you can,

1. Try the definition in the sentence e.g.

Hamish was asked to **produce** his best piece of work.

Hamish was asked to **make something using creative skills**.

Hamish was asked to **collection of natural products**.

2. Check the word class

The word class in this sentence is a **verb**.

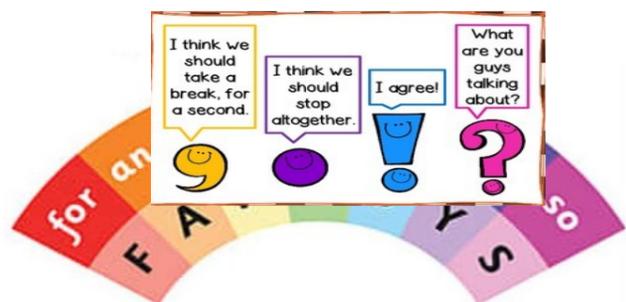
verb To make something using creative skills.
noun A collection of natural products.

Week 3 – Conjunctions

Co-ordinating conjunctions

There are 7 co-ordinating conjunctions.

They give equal importance to the words or sentences they connect.



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Week 2 – Sentence Structure

Phrase

A small group of words that act as a meaningful unit within a clause but do not stand alone.

Under the bridge (phrase)

Main Clause

A group of words that contains a verb and can stand on its own.

Under the bridge there was a lake. (main clause)

Subordinate Clause

A secondary clause, which depends on a main clause for meaning.

There was a lake until the climate changed. (subordinate clause)

Simple Sentence

A group of words which contains a verb and makes complete sense, with one main clause.

I love cats. (main clause)

Compound Sentence

Two or more main clauses that are usually joined by a coordinating conjunction.

I love cats but I'm allergic to cat hair. (clause 1) (conjunction) (clause 2)

Complex Sentence

A main clause joined to one or more subordinate clauses usually with a subordinating conjunction.

I love cats because I grew up with them. (main clause) (subordinate clause)

Week 4 – Cohesive Devices

A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this.

Prepositions – to show time, place, direction or method.

Conjunctions – Helps to link related information together (FANBOYS / ISAWAWABUB)

Pronouns - helps the reader follow who is being spoken about and avoids repetition

Examples – we, me, she, they, I

Consistent verb tense – allows the text to flow consistently for the reader (not changing from past, to present, to future tense)

Fronted adverbials – Organise the events for the reader by place and time.

Example –In the middle of the night,

Week 5 – Organisational Devices

What are they?

Tools used when writing to help make the information clearer for the reader.

Organisational devices can also help you to draw the reader's attention to the main facts or points you want to share in the text.

Examples of Organisational Devices.

- Bullet points in a list.
- Numbers in a set of instructions.
- Paragraphs to organise ideas in a story or piece of non-fiction writing.
- “Key Facts” boxes to highlight specific information.
- Headings and sub-headings to guide the reader.

Week 6 - Persuasive Features

Writing to persuade means that you are trying to convince someone that something is true.

The four main features of persuasive writing are adverbials, repetition, rhetorical questions and imperative verbs.

Adverbials are used to engage your reader. E.g. *Interestingly... Shockingly...*

Considered repetition is used to make sure that you get your point across, therefore you will want to repeat important facts or the name of the product. The effect of this puts emphasis on the point you are making.

Imperative verbs tell someone to do something. E.g. *You must do your homework tonight!*

Rhetorical questions don't need an answer. They are asked in order to make a point rather than to get an answer. E.g. *Do you think it is time to act now?*

Subordinating conjunctions.

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause, which is a clause that does not make sense on its own.

