

ENGLISH AUTUMN KNOWLEDGE ORGANISERS



THE INVENTION OF HUGO CABRET

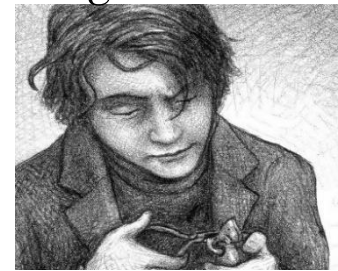
Y5 English
Knowledge Organiser
Autumn

Orphaned and alone except for an uncle, Hugo Cabret lives in the walls of a train station in 1930s Paris. Hugo's job is to oil and maintain the station's clocks, but to him, his more important task is to protect a broken automaton and notebook left to him by his late father. Accompanied by the goddaughter of an embittered toy merchant, Hugo embarks on a quest to solve the mystery of the automaton and find a place he can call home.



WRITING GENRES	
Figurative description	<ul style="list-style-type: none"> Detailed description Figurative language (similes, metaphors, personification, onomatopoeia etc) Accurate punctuation and grammar – see Autumn 1 knowledge organiser
Diary entry	<ul style="list-style-type: none"> First person exploration of emotions and feelings Recount events in the past tense Detailed description Comment in the first or final paragraph in the present tense Accurate grammar – See Autumn 1 knowledge organiser

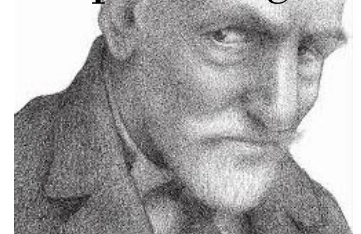
Hugo



Isabelle



Papa Georges



Vocabulary

- Achieve:** To succeed at something after working hard.
- Affect:** To change or influence something.
- Aid:** To help or assist.
- Alter:** To change something.
- Appearance:** How something looks on the outside.
- Area:** A space or part of a place.
- Attached:** Stuck or connected to something.
- Audience:** A group of people watching or listening to something.
- Basic:** Simple or most important.
- Capable:** Able to do something.
- Collapse:** To fall down or break apart.
- Combine:** To put things together.
- Comment:** To say something about an idea or situation.
- Common:** Something that happens a lot or is shared by many.
- Compare:** To look at how things are the same or different.
- Conclusion:** The end or a final decision.
- Consequences:** What happens because of something else.

Year 5 Grammar for Writing Knowledge Organiser - Autumn 1

A **NOUN** is a name of a person, place, thing or idea.

Common nouns: general items, e.g. ball, phone

Proper nouns: specific items & require a capital letter, e.g. Biddulph, Annie, Friday

Collective nouns: group of items, e.g. bundle, flock, herd and team.

Abstract nouns name feelings or ideas, e.g. joy, love, knowledge, freedom and anger.

An **ADJECTIVE** describes a noun.

new phone
blue sky
brave hero

When using a pair of adjectives, always separate them with a comma.

large, furry animal
long, silky hair
hot, dry summer

A **VERB** is a doing or being word.

run swim laugh shout
crawl fly play
draw cook announce dance

Remember these tricky verbs - they catch a lot of people out!

to be: am are is was were
to have: have has had

An **ADVERB** describes a verb.

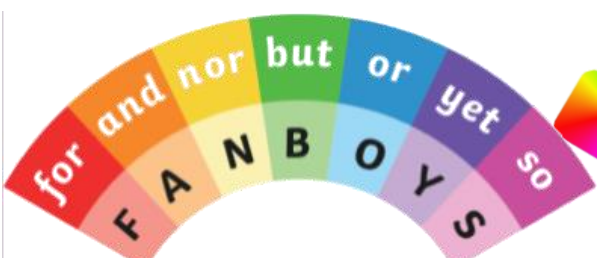
They tell us **how**, e.g. Bill climbed carefully.
They tell us **when**, e.g. Jen danced yesterday.
They tell us **where**, e.g. Amy fell down.
They tell us **why**, e.g. Consequently, she was hurt.

Adverbs can also describe adjectives.
The man was very tall.
The film ended too quickly.

A **main clause** is a group of words that contains a verb and a subject which makes complete sense on its own. Main clauses could also be called simple sentences.

VERY IMPORTANT The classroom was empty.
I swam fifty lengths.
He fell.

NEED TO KNOW



Co-ordinating conjunctions join two equally important main clauses, creating a compound sentence.

I like cheese **and** I like chocolate.
Tim plays football **but** he prefers rugby.
The sun is shining **so** you can play outside.

Subordinating conjunctions join two unequal parts: a main clause and a subordinate clause.

Subordinate clauses always start with a subordinating conjunction:

while I waited for my tea
if it were raining
until he went to bed

I SAW A WABUB!

Try to remember these important subordinating conjunctions.

If Since As
When Although
While After
Before Until
Because!

Subordinate clauses do NOT make sense on their own - they must attach to a main clause!

I read a book while I waited for my tea.
While I waited for my tea, I read a book.

Ella could not play outside if it were raining.
If it were raining, Ella could not play outside.

A **statement** tells you something, e.g. 'I like cheese on toast.'

A **question** asks you something, e.g. 'Do you enjoy swimming?'

A **command** tells you to do something, e.g. 'Get my coat.'

An **exclamation** shows surprise and starts with 'what' or 'how', e.g. 'What a lovely day we're having!'

A Christmas Carol

Ebenezer Scrooge is a selfish, miserable old miser. The only thing he cares about is making money and keeping it. He despises the poor and the needy; and he hates Christmas as much as he hates laughter and kindness... until one Christmas eve when he gets a rude awakening to just how shallow and sad his life really is.



VOCABULARY

- **Abandon:** To leave something or someone behind.
- **Accompany:** To go somewhere with someone.
- **Accurate:** Exactly right or correct.
- **Acquire:** To get or receive something.
- **Advantage:** Something that helps you be better or succeed.
- **Announce:** To tell something to everyone.
- **Annual:** Happening once every year.
- **Approach:** To come closer to something or someone.
- **Appropriate:** Right or fitting for a situation.
- **Attract:** To draw or pull something towards you.
- **Aware:** Knowing about something.
- **Brief:** Short and quick.
- **Cease:** To stop doing something.
- **Component:** A part of something bigger.
- **Consider:** To think carefully about something.
- **Converted:** Changed into something else.
- **Convinced:** Sure that something is true.
- **Couple:** Two things or people.
- **Crucial:** Very important.
- **Debate:** A discussion where people share different opinions.
- **Definite:** Sure or certain.
- **Deny:** To say something isn't true or refuse something.
- **Detect:** To notice or find something.
- **Display:** To show something so people can see it.
- **Document:** A piece of writing with important information.
- **Efficient:** Doing something in a way that saves time and effort.
- **Ensure:** To make sure something happens.
- **Estimate:** To make a good guess about something.

SETTING DESCRIPTION

Building tension and suspense

INSTRUCTIONS

Celebrate Christmas like a Victorian

NARRATIVE EXTRACT

Missing Scene



Charles Dickens was a Victorian novelist and journalist whose early life (in which his family was imprisoned due to his father's debt and Charles had to work in a factory as a young boy) really shaped his ideas. As a result, he wrote about social injustice and the need to give people the opportunities to lift themselves out of poverty.

Year 6 Grammar for Writing Knowledge Organiser - Autumn 1

Proper nouns are the names of particular people, places or things, e.g. 'Jack', 'Spain', 'Friday'. Proper nouns begin with capital letters.

Adverbs tell us more about verbs. They tell us:
 - **How** (slowly, angrily)
 - **How much** (very, quite)
 - **How often** (frequently, never)
 - **When** (yesterday, soon)
 - **Comment/opinion** (unfortunately, happily)
Regular adverbs end in '-ly', **irregular adverbs** do not end in '-ly'.

Verbs are 'doing' words. Some verbs tell us about actions, e.g. 'run', 'jump', whilst some express states of being, e.g. 'sad', 'happy'.
 Verbs tell us the action that is being done by the **subject** of the sentence. Some verbs carry an action from a subject to an **object**, e.g. 'Jamal kicked the ball'. The verb 'kicked' is an action that Jamal is transferring to the ball. We call this type of verb a **transitive verb** - because it **transfers** an action.

Adjectives are words that describe nouns. **Adjectives** usually come before the **noun** they describe, e.g. 'the **green** apple'.

Prepositions are words that link **nouns** to other parts of sentences, indicating relationships between things. Prepositions usually come before nouns in a sentence and most often tell us about position, location, direction or time, e.g. 'The cat is **in** the box'.

Pronouns are words that we use in place of nouns to prevent our writing from sounding repetitive. Compare: 'Asma was annoyed with Asma's little brother because Asma's little brother had eaten all of the cereal', with: 'Asma was annoyed with her little brother because he had eaten all of the cereal'.
 Common pronouns: I, you, he, me, him, her, she, it, we, us, they, them.

Nouns are 'naming words'. They identify people, animals, places, things and ideas. **Common nouns** are all nouns that are not proper nouns, e.g. 'parrot', 'sandwich', 'poster'.

Conjunctions are joining words. We use them to join together words, phrases or clauses, e.g. 'fish and chips'.

Jack eagerly read through this helpful poster, and now his grammar is amazing!

main clause subordinate/relative clause
I would like to be a chef when I grow up.

subordinate/relative clause, main clause
When I grow up, I would like to be a chef.

main, subordinate/relative clause, clause
*My brother, who lives in London, is 6ft tall.
 My brother - who lives in London - is 6ft tall.
 My brother (who lives in London) is 6ft tall.*

adverbial, main clause
Many years ago, Vikings invaded England.

main clause adverbial
Vikings invaded England many years ago.

main adverbial main
I walked without a sound towards the door.

REMEMBER: Main clauses express one idea. They contain a subject and a verb, and they make sense on their own.

Subordinate Clauses start with subordinating Conjunctions!	If Since As When Although While After Before Until Because
Relative Clauses start with relative pronouns!	Who Which Whose That Where When

TRAMP ADVERBIALS

TIME	REASON	MANNER	PLACE
yesterday... last week... twice a week... next... when... after... before...	because... due to the fact... as... therefore... consequently...	quietly... like lightning... with a jerk... carefully... easily... like a snail... like lightning... in a flash...	in the playground... near to the castle... under the table... between the buildings... at the top of the hill... in the sky...

You Can also join main Clauses with Co-ordinating Conjunctions!

FANBOYS

for and nor but or yet so

main clause ; main clause
*My favourite food is cheese; Miss Cox prefers marshmallows.
 I can't wait for the summer holidays: I'm going to Portugal.
 The film was very informative—I learned a great deal.*



Poetry from Different Cultures

Year 7

Autumn 1

What will I be studying?

A range of fantastic poetry from different cultures

What skills will I master?

An awareness of text and task, selecting and embedding of quotes, analysing language and structure and linking to context and writer's intention.

Does this SOL link to any wider issues?

Yes! Absolutely! Identity, slums, poverty, social class, inequality, politics, slavery, apartheid.

Language Terminology		Structure Terminology	
Alliteration	Words starting with the same letter.	Rhyme Scheme	A regular system of rhyming words in a poem
Ambiguity	Where a word or a phrase has two or more possible meanings.	Juxtaposition	Juxtaposition is the act of placing two elements side by side, or close together, to allow for comparison and/or contrast.
Assonance	When words share the same vowel sound but the consonants are different.	Enjambment	When a sentence runs over from one line to the next
Irony	When words are used to imply the opposite of what is normally expected.	Rhythm	When sentences or lines have a regular fixed pattern of syllables.
Metaphor	A way of describing something by saying it is something else. (comparison)	Stanza	Stanzas can also be called verses.
Simile	A way of describing something by comparing it to something else ('like' or 'as').	Caesura	A caesura is a pause that occurs within a line of poetry, usually marked by some form of punctuation.
Onomatopoeia	A word that sounds like the thing it is describing.	Refrain	A line, phrase, or single word that is repeated within the poem to build up drama or emphasis
Oxymoron	An oxymoron is a phrase made of two or more words that actually have opposite meanings.	Syntax	The way a sentence is put together.
Persona	A fictional character or identity created by the poet.		
Personification	Writing about something as if it's a person with thought and feelings.		

Week	A little sneak peek!
Week 1	<ul style="list-style-type: none"> • Introduction to Poetry • Class analysis 'Island Man' • Class analysis 'Blessing'
Week 2	<ul style="list-style-type: none"> • Class analysis 'Two Scavengers in a Truck, Two Beautiful People in A Mercedes' • Class analysis – 'Not My Business'
Week 3	<ul style="list-style-type: none"> • Checkpoint – 'Limbo' annotation (independent)
Week 4	<ul style="list-style-type: none"> • How to craft an analytical paragraph • Assessment – analytical paragraph on 'Limbo'
Week 5	<ul style="list-style-type: none"> • Oracy – Performance Poetry
Week 6	<ul style="list-style-type: none"> • Oracy – Performance Poetry



WW1 Poetry

Year 8

Autumn 1

What will I be studying?

A range of fantastic poetry from WW1.

What skills will I master?

An awareness of text and task, selecting and embedding of quotes, analysing language and structure and linking to context and writer's intention.

Does this SOL link to any wider issues?

Yes! Absolutely! Stereotypes, treatment of women, propaganda, patriotism, homosexuality, mental health and well being.

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Personification	Writing about something as if it's a person with thought and feelings.		

Week	A little sneak peek!
Week 1	<ul style="list-style-type: none"> • WW1 context • Propaganda
Week 2	<ul style="list-style-type: none"> • Who is Jessie Pope? • Class analysis 'The Call' • Checkpoint 1 – 'Who's for The Game?' (Independent)
Week 3	<ul style="list-style-type: none"> • Who is Siegfried Sassoon? • Class analysis 'The Hero', 'Suicide in Trenches' or 'Glory of Women'
Week 4	<ul style="list-style-type: none"> • Who is Wilfred Owen? • Checkpoint 2 – 'Dulce Et Decorum Est' (Independent)
Week 5	<ul style="list-style-type: none"> • Assessment Lesson • Comparison of 'Who's for The Game' and 'Dulce Et Decorum Est' (2 checkpoint poems)
Week 6	<ul style="list-style-type: none"> • Oracy – Performance Poetry