

Year 3 & 4 English Knowledge Organiser

Handwriting must ALWAYS use the correct formation, should be cursive and correctly spaced.

Writing a Recount

Introduction giving overview
Past tense
Written in time order
Use time connectives
First or third person
Organised into paragraphs
Include interesting and relevant detail

Vocabulary to include:

Firstly
Later
Meanwhile
Next
Then
Finally
Eventually
Afterwards

Information Writing

- Clear title
- Opening paragraph gives overview of topic
- Subheadings or paragraphs are used
- Subheadings can be in the form of a question
- Think about: Who...? What...? Where...? Why...? When...? How...?
- Information is clear and comes from different sources
- May include pictures and diagrams which are labelled or annotated
- Can include: fact boxes; time lines and bullet points

The Tower of London



The first part of the Tower of London was built by William the Conqueror in 1078 but what we now call the Tower is actually a collection of several different buildings.

The Tower of London has been used for many things since it was first built. Hundreds of years ago it was most famous as a prison where some prisoners were even tortured or killed! Now it is just as famous as the home of the crown jewels which have been kept there since the year 1303.



This was traitor's gate. Many prisoners of the tower were brought there by boat.

Locked up!

The most famous people to be locked up in the Tower of London were Queen Elizabeth I and Guy Fawkes.

Did you know?

The full name of the Tower of London is actually Her Majesty's Royal Palace and Fortress.

Ghosts!

Many people say that the Tower is the most haunted building in England. The most famous ghost is said to be Anne Boleyn. She was married to King Henry VIII but in 1536 he had her head chopped off!

Writing

Narrative Writing

Your story should be written using the following format:

- Introduction** -should include detailed description of setting or characters
 - Build-up** -build in some suspense towards the dilemma
 - Problem / Dilemma** -include detail of actions / dialogue
 - Resolution** - should link with the problem
 - Ending** - clear ending should link back to the start
- It should also include:
- Exciting and varied vocabulary
 - Accurate punctuation and spelling
 - Characters included and described
 - Setting included and described
 - Events and actions are described
 - Dialogue is used
 - Story is written using paragraphs

Writing a Letter

An Informal Letter

- Informal letters use familiar, chatty style
- Sender's address is written at the top right corner
- Date is added at the start
- The letter starts with Dear...
- The letter ends with an informal signature

Useful Vocabulary and Phrases

thank you, dear, sense, mention, don't forget, after, though, best wishes, love from, see you soon, talk soon, I can't wait, I hope, please, because, my favourite, although, thought, answer

A Formal letter is different:

- Formal letters use standard English
- The address of the person you are writing to is put at the start of the letter
- The letter ends with yours sincerely or yours faithfully

Uses of Formal Letters

Formal letters could be written: to persuade, to complain, to give information or to apply for a job.

Writing a Diary

- Use the past tense
- Use first person pronouns (I, we, my)
- Use an informal chatty style as though speaking to someone
- Describe writer's feelings and thoughts
- Include opinions and facts
- Use time conjunctions
- Use inverted commas for speech
- Organise into paragraphs

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A **SENTENCE** must make sense. Sentences of varying length using different starters can be used to create interesting writing

Subordinate Clauses

Subordinate clauses are used to add more information to sentences

Subordinate Clause	Main Clause
Although I was scared,	I crept inside
The boy, who was ten,	jumped.

Short sentences can have real impact:

Then it happened.
Everything failed.
Just like that.
Oh no!

Fronted Adverbials are words or phrases that can be used to start a sentence:

Later that day...
In the morning...
Yesterday...
Without warning...
Two minutes later...
Suddenly...
Before long...
In a flash...
In the distance...
A moment later...
Silently
Totally confused

Prepositions describe location, place and time:

- underneath
- above
- around
- because of
- next to
- before
- below
- every
- this
- between
- during
- alongside
- in
- over

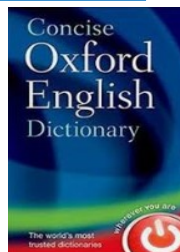
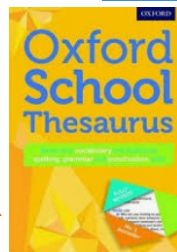
Conjunctions link words and phrases together:

- when
- before
- while
- so
- because
- since
- where
- later
- unless
- until
- once
- although
- despite
- therefore

Homophones

accept/except
affect/effect
ball/bawl
berry/bury
brake/break
fair/fare
grate/great
groan/grown
here/hear
heel/heal/he'll

Can you use a dictionary to find out meanings and spellings of words and a thesaurus to find synonyms?



Spelling Grammar and Punctuation

Accurate **PUNCTUATION** is vital

Apostrophes are used when letters are missing.

I am - I'm	does not - doesn't	do not - don't
you are - you're	could have - could've	he will - he'll
they will - they'll	who is - who's	she will - she'll

Inverted Commas

Inverted commas (speech marks) go around the speaker's words only. Use them in stories to show when a character is speaking.

Why didn't anyone tell me I had my underpants on the outside?" asked Flashman.

Colons

Colons can be used to introduce a list.

You will need: a towel, swimming costume, arm bands and a swimming hat.

Simile: a comparison of two unlike things using "like" or "as."
My pillow was like a cloud when I laid my head down.

Metaphor: a comparison of two unlike things not using "like" or "as."
The paintbrush was a magic wand in his hand.

Present Perfect

I have walked
You have walked
He/she/it has walked
We have walked
You have walked
They have walked

Some **GRAMMAR** rules to remember

A + consonant = a caterpillar
An + vowel (aelou) = an elephant

Pronouns- (replace nouns)

I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
You	You	Your	Yours
They	Them	Their	Theirs

Tricky SPELLINGS to learn.

accident(ally)	certain	experiment	important	ordinary	reign
actual(ly)	circle	extreme	interest	particular	remember
address	complete	famous	island	peculiar	sentence
answer	consider	favourite	knowledge	perhaps	separate
appear	continue	February	learn	popular	special
arrive	decide	forward(s)	length	position	straight
believe	describe	fruit	library	possess(ion)	strange
bicycle	different	grammar	material	possible	strength
breath	difficult	group	medicine	potatoes	suppose
breathe	disappear	guard	mention	pressure	surprise
build	early	guide	minute	probably	therefore
busy	earth	heard	natural	promise	though
business	eight	heart	naughty	purpose	thought
calendar	eighth	height	notice	quarter	through
caught	enough	history	occasion(ally)	question	various
centre	exercise	imagine	often	recent	weight
century	experience	increase	opposite	regular	woman/women

Prefixes

dis- opposite of	re- again	un- not
mis- opposite	in- im- il- not or in	co- de- together reduce or remove
super- better quality	anti- against or opposite	auto- over- self or same too much

A prefix is added to the beginning of a word to make a new word.

Suffixes

-ful full of	-less without	-ment action
-ness a state or quality	-ly in a certain manner	-ation -ous an action or process full of
-ate to create a verb	-ise to create a verb	-ify to create a verb

A suffix is added to the end of a word to make a new word.

A Poem to Learn

Please Mrs Butler by Allan Ahlberg

Please Mrs Butler
This boy Derek Drew
Keeps copying my work, Miss.
What shall I do?

Go and sit in the hall, dear.
Go and sit in the sink.
Take your books on the roof, my lamb.
Do whatever you think.

Please Mrs Butler
This boy Derek Drew
Keeps taking my rubber, Miss.
What shall I do?

Keep it in your hand, dear.
Hide it up your vest.
Swallow it if you like, my love.
Do what you think is best.

Please Mrs Butler
This boy Derek Drew
Keeps calling me rude names, miss.
What shall I do?

Lock yourself in the cupboard, dear.
Run away to sea.
Do whatever you can, my flower.
But *don't ask me*.



Book Challenge— read these books before you move into year 4 and keep a log of what you have read.



Limericks

- The whole poem is 5 lines.
- Lines 1,2 and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- The first, second and last lines have 3 beats to their rhythm.
- The third and fourth lines have 2 beats to their rhythm.
- The first line often ends with a person's name or the name of a place.
- They are usually funny.

Haiku

- A Haiku consists of 3 lines.
- The theme focus is often nature.
- A season-related word is included e.g. snow.
- Descriptions relate to the senses – what you can see, hear, smell, taste and touch.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second line.

Tanka

- A tanka consists of 5 lines and 31 syllables.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second, fourth and fifth lines.
- The focus is a funny or interesting incident or story.

Acrostic

- The focus is a theme of your choice e.g. reading, ice cream.
- The first letters of each line spell out a word or phrase.
- The first letter of each line is a capital letter.
- The lines do not need to have a rhythm or rhyme.

Cinquain

- A cinquain consists of 5 unrhymed lines.
- The first and last lines have just 2 syllables.
- The second line has 4 syllables.
- The third line has 6 syllables.
- The fifth line has 8 syllables.
- Tells a story.
- Includes an action and a feeling.
- Has a conclusion.

Remember it does not need to rhyme.

Sonnet

- A sonnet consists of 14 lines.
- Alternate lines rhyme with one another, apart from the last 2 lines which rhyme with each other.
- Each line has 10 beats.
- The themes are usually about ageing, death, life, love and the seasons of life.

Riddle

- A riddle is usually 5 or 6 lines long.
- Use creative descriptions.
- The first few clues should be general and tricky.
- The final clues should make it more obvious what the riddle is about.
- It is usually written in the first person.
- The last line should be "What am I?"



Remember there is no end punctuation or rhyming.

POEMS

Can you write some of these?

A Poem to Learn

From a Railway Carriage By Robert Louis Stevenson

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.

Here is a child who clammers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road
Lumping along with man and load;
And here is a mill and there is a river;
Each a glimpse and gone for ever!



Book Challenge— read these books before you move into year 5 and keep a log of what you have read.



Limericks

- The whole poem is 5 lines.
- Lines 1,2 and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- The first, second and last lines have 3 beats to their rhythm.
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