

# Year 5 & 6 English Knowledge Organiser

## Writing

**Handwriting** must use the correct formation, should be cursive, even, correctly spaced and fluent. Writers can begin to develop their own style.

### Writing a Play Script

#### Key

Character names	Speech
Setting the scene	Character directions within speech
Stage directions	

**NO INVERTED  
COMMAS  
NEEDED**

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.  
Alice enters the scene, stage left.

**Mad Hatter:** (starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice) It's you.

**Dormouse:** (exasperated) No it's not! Hare brought us the wrong Alice!

**Hare:** (gasps and throws his hands against his head) It's the wrong Alice!

**Mad Hatter:** You're absolutely Alice, I'd know you anywhere!  
(to the rest of the characters at the table)  
I'd know her anywhere!

Dormouse and Hare laugh maniacally.

Well, as you can see we're still having tea.  
You're terribly late you know... naughty.

**Alice:** I'm incredibly intrigued.

**Mad Hatter:** Yes yes of course, but now we must get onto the Frabjous Day!

**Dormouse & Hare together:** FRABJOUS DAY!!

**Mad Hatter:** We're investigating things that begin with the letter M.  
(whispers) Have you any idea why a raven is like a writing desk?



#### Writing a Persuasive Text

- Titles implies a viewpoint
- Reasons need to support viewpoint
- Facts and evidence need to support reasons
- Connectives are needed to link ideas (however, furthermore, in addition, therefore)
- Persuasive devices are used (obviously, without doubt, it is clear, undoubtedly, there is no reason, there can be no question)
- Powerful adjectives used for impact
- Rhetorical questions used to make the reader think
- Conclusion summarised the case and states a clear opinion

Some persuasive texts such as adverts frequently use:

- Word repetition
- Word alliteration
- Emotional language
- Strong argument
- Bold, colourful, capitalised font

#### Narrative Writing

Your story should be written using the following techniques:

- Paragraphs: Vary connectives within paragraphs to build cohesion; use change of place, time and action to link ideas across paragraphs.
- Use of time slips - both forward and backward
- Vocabulary and dialogue used to move the story on
- Managed shifts in formality
- Varied story openings: flash backs, dialogue between characters, straight into action, a question to the reader; description of character or setting
- Build-up - development of suspense techniques
- Problem / Dilemma - may be more than one problem to be resolved
- Resolution - clear links with dilemma
- Ending - character could reflect on events; morals or lessons; cliff hanger; look to the future; ask a question; relate back to start

#### Writing a Journalistic Report

- Use the past tense
- The report is usually the near past (yesterday or last week)
- Use the third person
- Do not include your own opinions
- Include quotations from experts or people involved
- Use reported speech as well as direct speech
- Begin with a snappy eye catching headline
- The first paragraph is called the lead paragraph and is an overview of the whole article (who, what, when, why where and how)
- Final paragraph: summarises the story; looks to the future; asks a question
- Can include a photograph with a caption

### Features of a Biography

#### Purpose:

To give an account of someone's life



#### Structure:

- Opening statement introduces the subject, and explains why he/she is known
- Significant events are ordered chronologically
- Closing statement explains how this person will be remembered, and sometimes gives the writer's opinion

#### Language Features:

- Refers to named individuals
- Contains dates linked to specific events
- Written in the past tense
- Can include direct and indirect speech and quotes from other sources
- Written in 3<sup>rd</sup> person
- Includes time connectives to link ideas
- Events are anecdotal in style (rather than lists of facts), and engage the reader

# Year 5 & 6 English Knowledge Organiser

A **SENTENCE** must make sense. Re-organising sentences using clauses can create interest and effect

## Rhetorical Questions

Have you ever thought about using a rhetorical questions? Did you know that they can hook the reader in? Were you aware of the fact that rhetorical questions don't actually need an answer?

Do you think that...?  
Don't you think that...?  
Isn't it time to...?  
Have you ever thought about...?  
Why not...?  
Need a...?  
Need to...?  
Fancy...?  
Fed up with...?  
Bored by...?  
Haven't you always longed for a...?  
Thought about...?  
Worried about...?

## To add interest to your writing you can use:

Personification  
Alliteration  
Onomatopoeia  
Metaphors  
Similes

**Non-Standard English:** They ain't got nothing.  
**Standard English:** They haven't got anything.

**Non-Standard English:** I love the player what scored.  
**Standard English:** I love the player who scored.

**Non-Standard English:** We was there yesterday.  
**Standard English:** We were there yesterday.

**Non-Standard English:** Pass me them books!  
**Standard English:** Pass me those books!

**Non-Standard English:** I played good.  
**Standard English:** I played well.

## GRAMMAR TO USE AND LEARN




**Direct Speech:** "Time for bed," said Mum.

**Reported Speech:** Mum said that it was time for bed.

### ACTIVE VOICE and PASSIVE VOICE

The **active voice** of a verb tells us that someone (or something) does the action in a sentence.

The **passive voice** of a verb tells us that someone (or something) has an action done to them.

James watered the flowers.		The flowers were watered by James.
Sarah finished the homework.		The homework was finished by Sarah.
The puppy chewed the shoe.		The shoe was chewed by the puppy.

## Modal verbs

Modal verbs change the meaning of other verbs. They can express:

OBLIGATION	CERTAINTY	ABILITY
should must ought	will would might may shall	can could

## SPELLINGS TO LEARN

### Synonyms

are words that have the same meaning

large / big

### Antonyms

are words that have opposite meaning

fast / slow

prefix	examples
ad-	adapt, admit, advance
de-	deceive, deform, describe
im-/in-	impose, increase, inform
per-	perform, persuade, perceive
re-	recall, receive, reproduce

**They danced wildly** (main clause)  
until **the music stopped.** (subordinate clause)  
until the music stopped, they danced wildly. (subordinating conjunction, determiner, subject)

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



### A Poem to Learn

*In Flanders Fields*  
By John McCrae

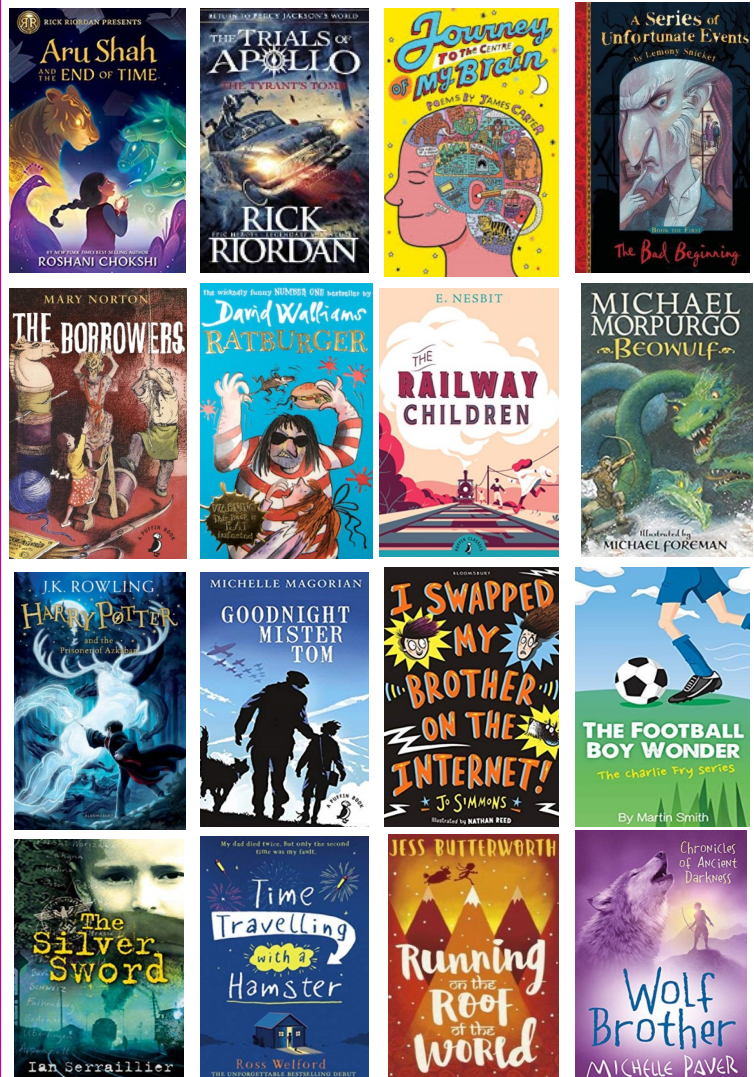
*In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.*

*We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie,  
In Flanders fields.*

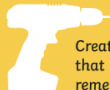












*Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.*



### Book Challenge— read these books before you move into year 6 and write a review of each of them



### Poetry Terms and Tools to help with reading and composing poetry

 <b>rhythm</b> Create a fun pattern that makes it easy to remember.	 <b>line breaks</b> Write in shorter lines to slow the reader down.	<b>Examples</b> <ul style="list-style-type: none"><li>• Acrostic</li><li>• Cinquain</li><li>• Free verse</li><li>• Haiku</li><li>• Limerick</li><li>• Narrative</li><li>• Nonsense</li><li>• Shape</li><li>• Sonnet</li></ul> 	<b>Structure</b> <ul style="list-style-type: none"><li>• Written in verses</li><li>• Each line starts with a capital letter</li><li>• A comma usually at the end of each line</li></ul> 	<b>Language Features</b> <ul style="list-style-type: none"><li>• Alliteration</li><li>• Figurative language</li><li>• Imagery</li><li>• Metaphor</li><li>• Onomatopoeia</li><li>• Pattern</li><li>• Personification</li><li>• Repetition</li><li>• Rhyme</li><li>• Rhythm</li><li>• Simile</li><li>• Verse</li></ul> 
 <b>metaphor</b> Tell the reader that something is something else.	 <b>simile</b> Tell the reader that something is 'like' or 'as' something else.			
 <b>imagery</b> Give them help to form a picture in their mind.	 <b>personification</b> Give human qualities to something that isn't human.			
 <b>alliteration</b> Start some words in a line using the same sound or letter.	 <b>repetition</b> Repeat a word or phrase.			
 <b>rhyme</b> Use words with similar sounding final syllables.	 <b>onomatopoeia</b> Use words that mimic the sound of the noun or verb they describe.			



**A Poem to Learn**

***The Tyger***

By William Blake - 1757-1827

*Tyger! Tyger! burning bright  
In the forests of the night,  
What immortal hand or eye  
Could frame thy fearful symmetry?*

*In what distant deeps or skies  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?*

*And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?*

*What the hammer? what the chain?  
In what furnace was thy brain?  
What the anvil? what dread grasp  
Dare its deadly terrors clasp?*

*When the stars threw down their spears,  
And water'd heaven with their tears,  
Did he smile his work to see?  
Did he who made the Lamb make thee?*

*Tyger! Tyger! burning bright  
In the forests of the night,  
What immortal hand or eye  
Dare frame thy fearful symmetry?*



**Book Challenge— read these books before you leave and write a review of each of them**



**Types of questions you will need to answer in a reading comprehension**

**Vocabulary Questions**

- Find two words which describe the setting.
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?

**Summarising Questions**

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons.
- Explain what happened on the last page you read in twelve words or less.

**Prediction Questions**

- Using the front cover, what do you think this book will be about? Why?
- What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?

**Inference Questions**

- How does the main character feel in the book? How do you know?
- How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?

**Retrieval Questions**

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set? What evidence can you find to justify this?

**Language Questions**

- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why?
- Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?