



## English Knowledge Organiser for Year 5 & 6

Term: Spring 2

### **Key vocabulary:**

- Trench
- Cavalry
- Infantry
- Precis
- Description
- Relative clause
- Historical
- Squadron
- Artillery
- Glossary
- Comparison
- Dialogue

### **Curriculum Objectives**

#### **Historical Stories –War Horse by Michael Morpurgo**

- Précising longer passages.
- Proofread for spelling and punctuation errors.
- Recognise and use relative clauses to add information.
- Identify different types of sentence (simple, compound and complex) and recognise subordinate clauses.
- Use commas to clarify meaning
- Identify and spell words containing the letter string –ough.
- In writing narratives consider how authors have developed characters and settings.
- Integrate description, action and dialogue to convey character and plot.
- Use correct punctuation for dialogue within a narrative.
- Vary sentence length for effect.
- To compare texts from different sources.

### **Examples**

- Relative clause – Use of a relative pronoun e.g. who or which to add extra information to a sentence e.g. Albert, who lived on a farm, went off to war.
- Simile - a figure of speech that directly compares two different things e.g. as bright as the sun/ red like a rose.
- Metaphor - suggests that one thing is something else e.g. The curtain of night fell upon us.
- Simple sentence - The cat ate the fish.
- Compound sentence - The cat ate the fish and the dog ate the bone.
- Complex sentence - The cat, which was called Snowy, ate the fish and the dog ate the bone.
- Modal verbs – a verb which expresses possibility or necessity (eg should/could/must/can)
- Inverted commas – Used to determine where speech begins and ends e.g. Albert said, “I miss Joey.”