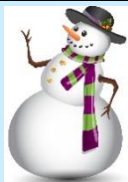
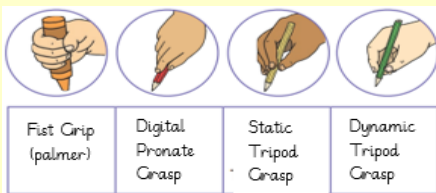
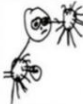
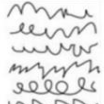
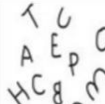


	 Literacy Knowledge Organiser (Spring 1) Reception 				<i>Learn to love, love to learn.</i>				
	Our learning intention:								
What I am reading	What I will learn:	Key Vocabulary			Making a difference at home				
	- To use sentence stems and begin to articulate in full sentences when responding to a question. - To join in with repeated refrains - To be able to re-tell a story using actions (using a story map to support) - To respond to picture clues (story map) to help me learn a story - Children will learn how to develop their discussion skills by working with a talk partner or small group during carpet activities. Children will be provided the opportunity to articulate their thoughts and ideas in sequence. - To hear initial sounds in words - To segment and blend c-v-c words for writing	Poster	Usually large sheet with writing or pictures on it that is displayed as a notice, advertisement, or for decoration	- Share stories with your child and develop a love of reading; talk about the text, the characters and setting. - Support your children to look at the pictures and form discussion about what you can see - Make story predictions and discuss what might happen next 'If I were the main character, I would'... 'I don't think that was a good idea in the story because'... 'I really like when (character's name) did - Draw pictures to support main themes in the story					
		Rhyme	Words that sound similar to each other when you say or hear them.						
		Caption	A comment or title that goes with a picture.						
		Phrase	A group of words that adds meaning to a sentence						
		Story map	A story re-told using pictures and symbols – pictures drawn on paper with a simple flow to support actions and story retelling						
		Initial sounds	To hear the first sound in a given word. E.g. The first sound in the word 'cat' is 'c' (cuh). The first sound in the word snake is 's' (sssssss).						
		c-v-c words	A word that has the build consonant-vowel-consonant.						
We use Read Write Inc. to support children's reading and writing development		What we monitor during writing		The writing marks we expect to see at this stage					
									
				Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page

Concept Cat & Makaton: Corner Next to Whole Forwards Rough Thin		