



Literacy Knowledge Organiser

Reception – Summer 2

Learn to love, love to learn.

Our learning intention:

What I am reading	What I will learn:	Key Vocabulary		Making a difference at home
	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use WOW words to describe the story - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	Handwriting	Writing should be able to be read by others. Know that there are small letters and tall letters.	- To be able to listen to stories and can anticipate what may happen next - To think of and write short, simple sentences, checking their written work and making changes where necessary - To know that a sentence starts with a capital letter and ends with a full stop - To know how to spell some familiar and Tricky words - To be able to listen to, and hear, the sounds in CVC and CVCC words, identifying the sounds, including phonemes and other digraphs, on a sound mat - To know the sounds that taught phonemes make, what they look like and know how to write the taught letters - To recognise taught Tricky and Common Exceptions Words in texts.
		Vocabulary	Vocabulary means the words that we know. We should try and learn as many words as we can, so that we can read and write clearly. We should be able to write some CVC and CCVC words correctly.	
		Ascenders and Descenders	Letters should be formed correctly with ascenders and descenders written above or below the line where needed. For example: y is a descender (the tail going below the line). k is an ascender (going up to the top line)	
		Complex sentences	We should start to say our sentence and then write a sentence that has real meaning, and can be read by others. It should include 'and' and 'because' when necessary.	

We use Read Write Inc. to support children's reading and writing development

The writing marks we expect to see at this stage

My sound	Most of our children are now secure in their set 1 sounds.																					
	<table border="1"> <thead> <tr> <th>Pictures</th><th>Random Scribbling</th><th>Scribble writing</th><th>Symbols that represent letters</th><th>Random letters</th><th>Letter Strings</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Picture tells a story to convey message</td><td>Starting point at any point of paper</td><td>Progression is from left to right</td><td colspan="2">Mock letters or symbols</td><td>Letter strings move from L to R and move down the page</td></tr> </tbody> </table>					Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings							Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	
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Concept Cat & Makaton: • Old • See-through • All • Light • Near • Sideways • Through	
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