

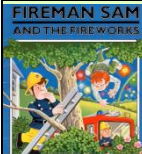
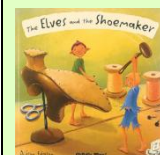


# Literacy Knowledge Organiser Reception – Autumn 2 2025-2026



*Learn to love, love to learn.*

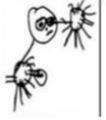
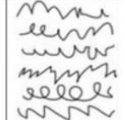
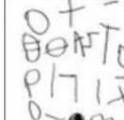
*Our learning intention: To explore a simple poem and identify rhyming words. To learn how a story is structured and sequenced. We will discuss titles, authors, setting and characters. We will apply our understanding of the story to writing activities. Our focus will be lists, instructions, word building and sentence writing.*

| What I am reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What I will learn:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Vocabulary                                   |                                                                                                                                                                                                         | Communication and Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <br> <br>  | <ul style="list-style-type: none"><li>To join in with repeated refrains.</li><li>To use a range of new vocabulary influenced by books I have read.</li><li>To be able to talk about what I have read.</li><li>To write a list of instructions.</li><li>To listen to and perform a range of poems and rhymes.</li><li>To write a shopping list, letter, poem.</li><li>To ascribe meaning to marks.</li><li>To hear initial sounds in words.</li><li>To segment and blend c-v-c words for writing.</li><li>To attempt to write simple sentences that can be read by myself and others.</li></ul> | Handwriting                                      | Writing should be able to be read by others. Know that there are small letters and tall letters.                                                                                                        | <ul style="list-style-type: none"><li>Ask questions to find out more and to check they understand what has been said to them.</li><li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>Engage in story times</li><li>Listen to and talk about stories to build familiarity and understanding</li><li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Listen carefully to rhymes and songs, paying attention to how they sound.</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 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.          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Names and labels                                 | We should be able to write our name and some other familiar words e.g. mum, dad, siblings names etc.<br>We can also spell familiar placed, animals and objects with accuracy e.g. shop, car, dog, duck. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Simple sentences                                 | We should start to say our sentence and then write a sentence that has real meaning, and can be read by others.                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| We use Read Write Inc. to support children's reading and writing development                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The writing marks we expect to see at this stage |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



Concept Cat & Makaton:

- New
- Large
- Light
- Backwards
- Short
- Bottom
- Full

| 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                                                             |                                                                                     | Letter strings move from L to R and move down the page                              |