



Literacy Knowledge Organiser Reception – Spring 2

Our learning intention: To develop our sentences by using a capital letter, finger spaces and full stops. To retell a familiar story using my own ideas for writing (through innovation). To develop our handwriting and letter formation.

Learn to love, love to learn.

What I am reading	What I will learn:	Key Vocabulary		Making a difference at home
	- To join in with repeated refrains. - To consider my own choice of vocabulary for story writing - To begin to story map and innovate a story - To explore; the beginning, middle and end of a story - To listen to and perform a range of poems and rhymes. - To ascribe meaning to marks. - To hear initial and last sounds in words. - To segment and blend c-v-c words for writing. - To attempt to write simple sentences that can be read by myself and others. - Use wow words in my writing	Handwriting	Writing should be able to be read by others. Know that there are small letters and tall letters.	- Share stories with your child and develop a love of reading; talk about the text, the characters and setting. - Build up your children's vocabulary by sharing new experiences with them talking to them regularly about what they can see. - The world around you – talk about what is around you. Talk about different events during this time of year, fireworks, Diwali, Christmas. - Go out on walks and explore the natural environment notice the changes outside. - Encourage your children to write simple words using their phonetical knowledge. - Review the letter formation chart to support handwriting development.
		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. 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.	
		Innovate	To change a familiar story using my own ideas. For example: <i>The Very Hungry Caterpillar ate 1 apple</i> could now be <i>The Starving Elephant ate 1 banana.</i>	

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



Most of our children are now secure in their **set 1 sounds**.

Speed Sounds Set 2



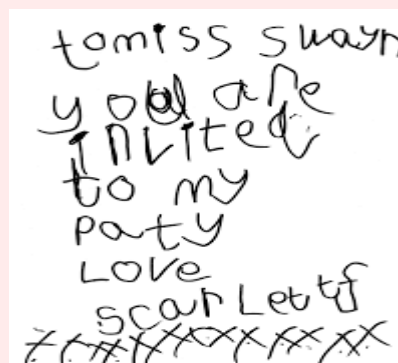
Some of our children are now secure in their **set 2 sounds** and can read them within words and apply them to their writing.

Concept Cat & Makaton:

- Heaviest
- Front
- Soft
- Edge
- After

The writing marks we expect to see at this stage

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



Writing we should expect to see as we move towards the summer. This writing development will be ongoing.