

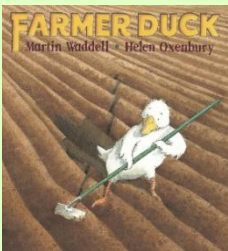


## Literacy Knowledge Organiser

### Reception – Summer 1

*Learn to love, love to learn.*

Our learning intention:

| What I am reading                                                                 | What I will learn:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Key Vocabulary           |                                                                                                                                                                                                                                        | Making a difference at home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by 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>To be able to listen to stories and can anticipate what may happen next</li> <li>To think of and write short, simple sentences, checking their written work and making changes where necessary</li> <li>To know that a sentence starts with a capital letter and ends with a full stop</li> <li>To know how to spell some familiar and Tricky words</li> <li>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</li> <li>To know the sounds that taught phonemes make, what they look like and know how to write the taught letters</li> <li>To recognise taught Tricky and Common Exceptions Words in texts.</li> </ul> |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary               | Vocabulary means the words that we know.<br>We should try and learn as many words as we can, so that we can read and write clearly.<br>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: <b>y</b> is a descender (the tail going below the line. <b>k</b> 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.                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Innovate                 | To change a familiar story using my own ideas. For example: <i>The duck stole the farmers house</i> could now be <i>The squirrel stole the doctors car.</i>                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| <div>We use Read Write Inc. to support children's reading and writing development</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div>The writing marks we expect to see at this stage.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                   |                                |                  |                                                        |                |                |  |  |  |  |  |  |                                         |                                      |                                   |                         |  |                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------|------------------|--------------------------------------------------------|----------------|----------------|--|--|--|--|--|--|-----------------------------------------|--------------------------------------|-----------------------------------|-------------------------|--|--------------------------------------------------------|
| <div><div><div>My sound</div><div>masdtinpg<br/>ockubfelh<br/>rjvuwzqx</div></div><div>Most of our children are now secure in their <b>set 1</b> sounds.</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <table><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><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></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 |  | Letter strings move from L to R and move down the page |
| 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 |                |                |  |  |  |  |  |  |                                         |                                      |                                   |                         |  |                                                        |
| <div><div>Speed Sounds Set 2</div><div><div><div>ay</div><div>may I play?</div></div><div><div>ee</div><div>what can you see?</div></div><div><div>igh</div><div>fly high</div></div><div><div>ow</div><div>blow the snow</div></div><div><div>oo</div><div>poo at the zoo</div></div><div><div>oo</div><div>look at a book</div></div><div><div>ar</div><div>start the car</div></div><div><div>or</div><div>shut the door</div></div><div><div>air</div><div>that's not fair</div></div><div><div>ir</div><div>what and twist</div></div><div><div>ou</div><div>about it out</div></div><div><div>oy</div><div>toy for a boy</div></div></div><div>Some of our children are now secure in their <b>set 2</b> sounds and can read them within words and apply them to their writing.</div></div> | <div><div></div><div></div><div>Writing we should expect to see as we move towards the summer. This writing development will be ongoing.</div></div>                                                                                                                                                                                                                                                                                                                                                        |                                   |                                |                  |                                                        |                |                |  |  |  |  |  |  |                                         |                                      |                                   |                         |  |                                                        |
| <div>Concept Cat &amp; Makaton:</div> <div><ul style="list-style-type: none"><li>• First</li><li>• Smooth</li><li>• Over</li><li>• Before</li><li>• Straight</li><li>• Cube</li></ul></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                   |                                |                  |                                                        |                |                |  |  |  |  |  |  |                                         |                                      |                                   |                         |  |                                                        |