

English Knowledge Organiser for Reception

Term: Autumn 1

Key vocabulary:

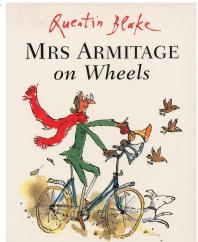
- Rhyme (words that end in the same sound e.g. sat, cat, hat, bat)
- Alliteration (where words that begin with the same sound e.g. <u>silly snakes slither</u> <u>silently)</u>
- Phoneme (a letter sound)
- Rhythm (the beat)
- Logo (a recognisable/familiar picture)
- Pincer grip / tripod grip (an effective pencil grip)

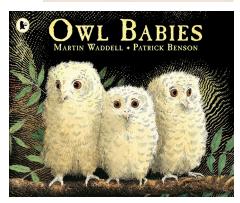
Curriculum Objectives

- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Recognises familiar words and signs such as own name and advertising logos
- Holds pencil near point between first two fingers and thumb and uses it with good control
- Can copy some letters, e.g. letters from their name
- Draws lines and circles using whole arm movements
- Recognise the phonemes: s, a, t, p, i, n, m, d, ss
- Be able to segment and blend words with those phonemes in

Examples

- Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.
- Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.
- Discuss with children the characters in books being read.
- Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.
- Encourage children to recall words they see frequently, such as their own and friends' names.
- Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?'
- Play games like word letter and word bingo to develop children's phoneme-grapheme (written letter and
- sound) correspondence.
- Model to children how simple words can be segmented into sounds and blended together to make words.
- Write the words from the list above and talk about how you could put them into sentences (e.g. I went to the
- swimming pool and it was cold).
- Play colouring in games where you can make sure that your child is holding their pencil correctly





For more information please see information on the school website or your child's class teacher