



English Knowledge Organiser for Reception

Term: Autumn 2

Key vocabulary:

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| <ul style="list-style-type: none"> ● 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>s</u>illy <u>s</u>nakes <u>s</u>lither <u>s</u>ilently) ● Rhythm (the beat) ● Pincer grip / tripod grip (an effective pencil grip) | <ul style="list-style-type: none"> ● Phoneme (a letter sound) ● Grapheme (a written letter.group of letters that represent a sound) ● Blend - combine letter sounds into a word (c-a-t = cat) ● Segment break a work down into its sounds (sock= s-o-ck) ● |
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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 letters we have learnt
- Draws lines and circles using whole arm movements
- Confidently recognise the graphemes/phonemes: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r
- Begin to recognise the graphemes/phonemes: h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng
- Be able to segment and blend words with those phonemes in

Examples

- 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.
- Count and clap syllables in words.
- 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 words 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
- 'Narrate' some simple language features out loud (ie look, that has a capital letter)
- Encourage your child to write some things for a purpose such as simple lists or birthday invites
- Write together and demonstrate how you form your letters
- Read to and with your child as often as possible, including books they cannot read themselves.

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