



English Knowledge Organiser for Reception

Term: Spring 1

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

- Continue a spoken rhyming string (e.g. pen, hen, den, when)
- Begins to read words and simple sentences
- Hears, says and can write the initial and final sounds for words (e.g. 'ct' for cat, 'sp' for skip)
- Write a simple label or caption
- Continue to segment the sounds in simple words and blend them together
- 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, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng
- Begin to recognise the graphemes/phonemes: **ai, ee, igh, oa, oo** (both phonemes) **ar**
- Be able to segment and blend words with those phonemes in
- Recognise the following 'red' words and read without sounding out: **I, the, he, is, she, go, as, to, of, are, we, you, into**

Examples

- Practice reading the 'red' words above with your child as often as possible
- Provide story sacks and boxes and make them with the children for use in the setting and at home. Pick out objects or characters and make up a story about them
- Encourage children to recall words they see frequently, such as their own and friends' names or signs and logos for shops or food
- Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' or 'Can you turn on the t-a-p tap?'
- Play games like word letter bingo to develop children's phoneme-grapheme correspondence
- Write down some simple words / texts which children can easily decode to give them confidence and to practise their skills
- Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie
- Model to children how simple words can be segmented into sounds and blended back together to make words.Support and scaffold individual children's reading as opportunities arise
- Give opportunities for your child to write for a purpose

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

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