



English Knowledge Organiser for Reception

Term: Spring 2

Key vocabulary:

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| <ul style="list-style-type: none">• Rhyme, rhyming, rhyming string (e.g. big, dig, pig, rig)• Letters, words, sentences• Full stop (at the end of a sentence)• Phoneme (sound)• Grapheme (written letter)• CAPITAL LETTER / lower case letter | <ul style="list-style-type: none">• Captions and speech bubbles• Segment (pull the word apart saying each sound)• Blend (push the sounds back together to make a word)• Label (e.g. to label a picture)• Red/Green words |
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Curriculum Objectives

- Recognise the phonemes: **ar, or, er, ow, oi** (and not forget about the previous sounds of: s, a, t, p, i, n, m, d, ss, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (as in book), oo (as in moon)).
- Recognise the following 'red' words on sight: ask, our, says, they, said, was, were, put, all, there, like (and not forget about the previous words of: I, the, he, is, she, go, as, to, of, are, we, you, into, be, me, his, no, so, has, do, her, my, by,)
- Write two simple sentences with finger spaces between words and with a full stop at the end of each sentence.
- Write labels, captions and speech bubbles for characters or pictures (e.g. of life cycles).
- Begin to read longer words and simple sentences with the above phonemes in
- Hear, say and can write the initial, final and some middle sounds for words (e.g. 'rockt' for rocket, 'panthr' for panther)
- Use pictures in books for visual clues about what a word may be
- Name the letters of the alphabet (capital letter names e.g. 'Aay' for A, 'Bee' for B)
- Continue to segment the sounds in simple words and blend them together

Examples

- Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.
- Provide story boards and props which support children to talk about a story's characters and sequence of events.
- Practice flashing up phonics sounds or doing multisensory games (e.g. writing in the sand or drawing in paint) in order to capture the interest of the children to learn their letter sounds.
- Get a piece of writing / text (e.g. newspaper). Get the children to circle / highlight all of a certain sound or digraph (e.g. sh, ch, th, ng, ee).
- Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words.
- Give children simple 'funny' instructions to follow e.g. put your apple in your hat etc. Then move on to two-part instructions (e.g. put your socks on your hands and your teddy on the sofa).

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





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