



English Knowledge Organiser for Reception

Term: Summer 1

Key vocabulary:

- Syllables, sounds, beats in words
- Digraph and trigraph
- Rhyming string and alliteration
- Describing words (adjectives)
- Finger spaces, capital letters, full stops
- Information
- Red/greed words
- Bossy words (imperative verbs)

Curriculum Objectives

- Retell stories and narratives using their own words
- Use newly introduced vocabulary (from books and lessons*)
- Predict key events in stories
- Use new vocabulary when learning about stories, non-fiction, rhymes, poems and using role play
- Name the capital letters of the alphabet (capital letter names e.g. 'Aay' for A, 'Bee' for B)
- Recognise the phonemes: ur, ow, oi, ear, air, ure, er (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), ar, or)
- Read and understand simple sentences by reading words consistent with their phonic knowledge
- Continue to segment the sounds in simple words and blend them together – only segmenting if needed
- Recognise the following words on sight: were, put, all, there, like, here, where, today, when, what, come, some, push, pull (and not forget about the previous words of: the, I, he, she, is, to, go, of, as, we, are, into, me, be, his, no, so, has, do, her, my, by, ask, our, says, they, said, was, were.
- Write recognisable letters
- Spell words by identifying sounds in them and representing them with a letter or letters
- Can write a simple rhyming string (e.g. sit, fit, bit, hit)*
- Writes simple phrases and sentences that can be read by others (with finger spaces between words and beginning to remember full stops*)

Examples

- Encourage children to predict possible endings to stories and events.
- Encourage children to experiment with words and sounds, e.g. in nonsense rhymes.
- Encourage children to develop narratives in their play, using words such as: *first, last, next, before, after, all, most, some, each, every.*
- Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.
- Describe objects, people or things that you can see in and around your home. How does it feel? What colour is it? What does it remind you of? What personality do they have? Do they make any sounds?
- Play games like word letter bingo to develop children's phoneme-grapheme correspondence.
- Model to children how simple words can be segmented into sounds and blended together to make words.
- Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play.
- Plan fun activities and games that help children create rhyming strings of real and imaginary words e.g. *Maddie, daddy, baddie, laddie.*
- Help children to:
 - identify patterns, e.g. what generally happens to 'good' and 'wicked' characters at the end of stories
 - draw conclusions: *'The sky has gone dark. It must be going to rain'*
 - explain effect: *'It sank because it was too heavy'*
 - predict: *'It might not grow in there if it is too dark'*
 - speculate: *'What if the bridge falls down?'*

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

